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Number 123

EDUCATIONAL
COUNCIL
OF
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Curriculum Development In Secondary Education

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on curriculum areas now receiving attention
through school and state-wide programs

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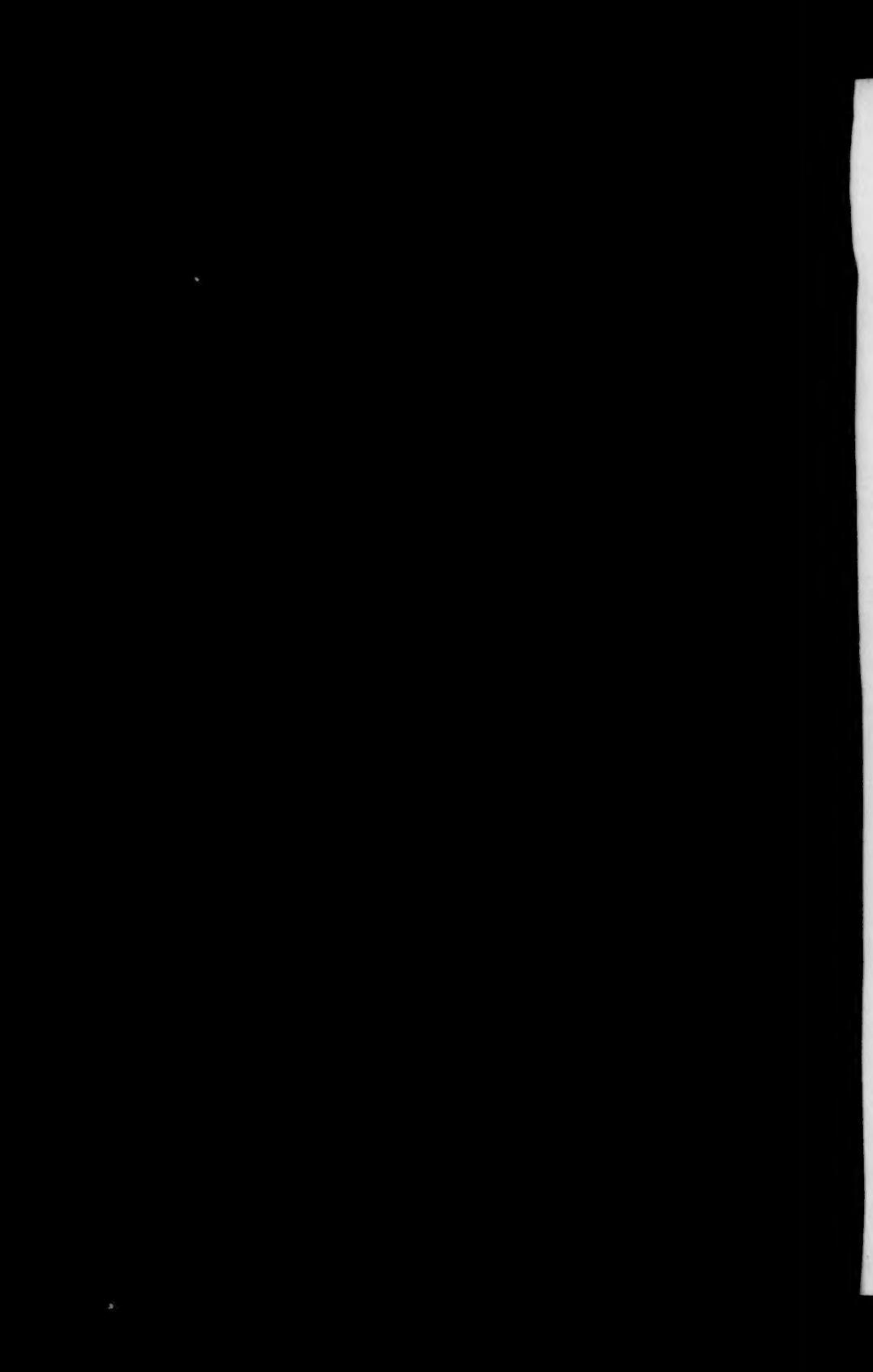
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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

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1201 Sixteenth Street, N. W., Washington 6, D. C.

ATTENTION SCHOOLS

*Enroll now in the National Association of
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Date..... Principal.....

Legislation Will Affect Education

PAUL E. ELICKER

Executive Secretary, National Association of Secondary-School Principals

IN THE INTEREST of the veterans of World War II more than 400 bills have been introduced in the current 78th Congress. A large number of these relate to his education in the postwar period. The three most important and most likely to have the greatest effect on education, particularly secondary education, are:

I.—H.R. 3947

A bill to provide increased military or naval training for all male citizens. Introduced by Representative May, Chairman of the Committee on Military Affairs, House of Representatives, and referred to this committee on January 11, 1944.

Essential Provisions

1. Every able-bodied male citizen shall receive at least one year of military or naval training through a system of universal military training.
2. All able-bodied male citizens shall be inducted into the Army or Navy for a period of one year, or its equivalent, upon the attainment of age 17, or immediately upon the successful completion of the full course of an accredited high school or preparatory school, *whichever first occurs*.
3. Upon completion of such training, all trainees shall be enrolled as reservists for a period of eight years, and be subject to call for additional training as prescribed by regulations promulgated by the President or as may hereafter be prescribed by law.
4. This act shall become effective immediately upon the cessation of induction under the provisions of the Selective Training and Service Act of 1940, as amended and on said date shall supersede that act.

Consideration by Administrative Officers of Secondary Schools

Because of the imminence of a hearing on H. R. 3947 the Executive Secretary of the NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS with the approval of the Executive Committee, circulated to a few school executives in every state, a copy of the bill and a short questionnaire.

This material was sent to presidents and secretaries of the state High-School Principals Association, state co-ordinators, secondary-school supervisors of all state departments of education, presidents and secretaries of regional accrediting associations, and several standing committees of the NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, a total of 241 covering the forty-eight states.

*The Questionnaire**Survey of Personal Evaluation of H. R. 3947*

	Check
1. Are you in favor of universal military training for all male youth?	Yes.... No....
2. Are you in favor of some form of universal national service of one year (not necessarily military) for all youth—boys and girls?	Yes.... No....
<i>If you are in favor of some form of universal military training for male youth, please consider these alternate plans in questions 3-7.</i>	
<i>Age</i>	
3. If you are in favor of some kind of universal military training for all youth, at what age would you set for the time for the beginning of such military training?	16.... 17.... 18.... Other (specify)
4. Would you favor use of summers only (one or more in some kind of summer camp under military direction) for such training?	Yes.... No.... How many summers?
5. Would you favor granting to the individual the privilege of selecting a particular year for training within a certain age range?	Yes.... No.... <i>Between ages</i> 17-22 ; 18-23 ; 18-24 Other (Give range)
6. Do you advise that consideration of legislation regarding universal military training for youth be postponed until the close of the war?	Yes.... No....
7. Will you suggest other provisions for universal military training for youth not covered in questions 1-6?	Yes.... No....
Are you willing to be quoted on basis of this report?	
Are you willing to have your school or your organization quoted?	

If you are speaking officially for an educational organization, please list:

Name of organization

No. of Members Signature

Educational title Address

Date

(Use other side for additional comments)

Response to Date

Although the returns are not complete at this date, it is evident that some administrators believe the importance of this issue requires

1. A full and thorough consideration of the necessity for universal military training in postwar period by a discussion of the issue by many elements of our population.
2. A postponement of the passage of any such legislation until the close of World War II. The importance of the right decision on the issue should not be "rushed" or "forced." There is no sound reason for haste while there is every good reason for intelligent deliberation.

3. The compulsory military training of all male youth should be co-ordinated with the educational program for youth.

The Present Status in Congress of the Bill

On March 3, Congressman Wadsworth introduced a resolution providing for a twenty-two man House Committee to study long-time military needs and to make recommendations for a postwar military training program. This committee of twenty-two has been appointed with Representative Clifton A. Woodrum, of Virginia, as chairman. It is composed of the following representatives:

Andrew J. May (D-Ky.), Carl D. Vinson (D-Ga.), Schuyler O. Bland (D-Va.), Alfred L. Bulwinkle (D-N.C.), R. R. Ewing Thomason (D-Tex.), J. Buell Snyder (D-Pa.), Matthew J. Merritt (D-N.Y.), John M. Costello (D-Cal.), Harry R. Sheppard (D-Cal.), Warren C. Magnuson (D-Wash.), Lyndon B. Johnson (D-Tex.), Walter G. Andrews (R-N.Y.), Melvin J. Maas (R-Minn.), James W. Wadsworth (R-N.Y.), Leo E. Allen (R-Ill.), D. Lane Powers (R-N.J.), James W. Mott (R-Ore.), Dewey Short (R-Mo.), Leslie C. Arends (R-Ill.), W. Sterling Cole (R-N.Y.), and William J. Miller (R-Conn.).

It seems impossible that H.R. 3947 or any bill concerned with postwar military plans will be brought before the House for passage until this committee has made its recommendations.

What to Do

It is proposed that all secondary-school administrators give careful consideration to a plan of some kind of postwar military training for youth. Have the issue discussed by teachers, parents, students, and adult groups. All must have a share in the responsibility for legislation that will affect the welfare of our youth and our nation.

The Executive Committee of the NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS at its meeting on March 5, 1944, in Cleveland, Ohio, recorded itself in full accord with the subsequent action taken by the Problems and Plans Committee of the American Council on Education, and the Educational Policies Commission of the National Education Association, and of the American Association of School Administrators.

The following statement was issued jointly by the above groups on March 11, 1944, and released on March 20, 1944, in *Legislator News Flash* of the Legislative-Federal Relations Division of the National Education Association. It is given in full and is available for your use without special permission.

In our judgment it is unwise to commit the nation at this time to a year of universal military service for the following reasons:

1. *Present Military Necessity*—Under the Selective Service Act, the present personnel needs of the Armed Forces are being met so far as the nation's resources of manpower permit. It, therefore, follows that the proposed year of

compulsory military service is to be conceived in terms of a postwar, not a current, undertaking. No basic change in the present Selective Service System is necessary to provide required military personnel, not only for the period of the war, but also for the period immediately following the defeat of our enemies.

2. *Long-time Military Necessity*—Since the proposed year of compulsory military service is not a question of immediate military necessity, it must be appraised in long-range terms. In these terms it is clearly impossible at this time to debate fairly and intelligently the question of whether compulsory military service is a national military necessity. No one can foresee the international situation which will exist when Germany and Japan are defeated. Neither the international political nor the international military situation can be calculated while the war is still in progress. Prophecies on this subject and debate thereon at this time may prove detrimental to sound national policy and to the unity of the United Nations.

3. *Policing the Peace*—When the war is over, it may be necessary to maintain a large standing army to police the peace, and this may force us to adopt compulsory military training. No one is in a position now, however, to forecast fully the international responsibilities of the nation after the war, and certainly not the responsibilities that relate to the occupation of foreign territories. Until the postwar national situation is clarified, it seems to us extremely unwise and even dangerous to commit the nation to such a revolutionary change in fundamental national policy as would be the establishment of compulsory military service.

4. *The American Military Tradition*—Our American democratic tradition is strongly set against a large standing army. We, along with the great body of Americans, will support a year of compulsory military service when we are convinced that the safety of the nation requires it. We are unreservedly for adequate preparedness, but we see great dangers in any unnecessary break with our tested democratic tradition respecting compulsory military service in times of peace.

5. *The Opinion of the Young Men Now Fighting the War*—The year of proposed military service, if adopted, will directly affect the children of the men who are now fighting in our Armed Forces. These men should have a voice in determining the desirability and soundness of compulsory military service. Their opinions cannot, however, be determined until the war is over. This constitutes another strong reason for delaying decision until peace has come.

6. *The Nature of the Peace*—The American people are fighting this war with the high hope that it will eventuate in an enduring peace. We all look for measures of international co-operation which will reduce the necessity for large-scale postwar military establishments. . . .

A proposed year of national service, as contrasted with a proposed year of military training, seems to us to be a similarly radical and dangerous departure from our national tradition. We, therefore, strongly urge that no decision be attempted during the profound disturbances of war. Among our reasons for believing that a delayed judgment is in the best national interest are the following:

7. *Invasion of Education by the Federal Government*—Under the Constitution, the control of education is the responsibility of the states, and through all our history Americans have zealously upheld this constitutional principle. Federal aid to the states for education has been granted for many decades, and

in the future more such aid will probably be necessary. To assist the states in their educational activities is vastly different, however, from establishing a Federal enterprise which would be in large measure educational. To substitute direct Federal participation in education in place of Federal aid to the states will, we feel certain, be unacceptable to the American people.

8. *Conflict with State and Local Autonomy*—We are, of course, aware that a plan of national youth service would provide several months of outdoor life, valuable work experience, and a kind of discipline for young Americans. We also realize that for boys who have not attended a public high school and who have, therefore, not associated with a cross-section of their fellows in American life, such camp experience would exert strong democratizing influences. But, American education is now developing plans for a broadened program of education for all American youth, including camps and work experience, in which intelligent concepts of discipline will prevail. These will be under non-Federal auspices and we feel strongly that these plans should be matured before the Federal government pre-empta an area which has historically been within the sphere of local and state autonomy.

9. *The Probability of Military Control*—The contemplated plan includes we understand, not only broad educational activities, but also an undetermined fraction of time to be devoted to military training. For such training Army and Navy officers would of necessity be employed, and they would of course be under the control of their superiors in Washington. Since these officers would constitute the only closely-knit group at work in the national service camps, the control of the enterprise probably would soon rest with the military authorities. Thus, the year of national service would soon become a year of predominantly military training or a year of service dominated by the military. All the reasons we have cited above against making a decision at this time concerning a year of compulsory military training apply, therefore, to the plans for a year of national service.

10. *Possible Totalitarian Hazards*—The present war became possible in large measure because Germany, Japan, and Italy exploited national service for their youth. For the United States to follow such totalitarian precedents might lead to partisan exploitation of the national youth organization and to the spreading of doctrines inimical to our way of life. We submit that the perils in such a development are so great as to give one pause in endorsing a peacetime national service act, except as a matter of clear military necessity.

II.—S-1767 and H. R. 4357

These are companion and omnibus bills providing for legislation inuring to the benefit of World War II veterans, including education.

Essential Provisions

S-1767 contains title II, entitled "Education for Veterans." A brief analysis of this title provides educational services to veterans.

1. Eligibility to participate in the program is limited to "all members of the Armed Forces of the United States in active service on or after September 16, 1940, who shall have been discharged or relieved therefrom under honorable conditions. . . . *Provided*, That such person shall have been in active service not less than six months, or was discharged within such period by reason of an

actual service-incurred injury or disability, and provided further, That the education or training of such person was interrupted or prevented by such service, or requires a refresher or re-training course in no event to exceed one year, to fit him for employment or profession."

2. Veterans may select the schools they wish to attend "for a period of one year (or the equivalent thereof in continuous part-time study)." Their decision to go to school must be reached "not later than two years after the date of discharge . . . or two years after the date of termination of the war, whichever is later: *Provided*, That no education or training hereunder shall be afforded beyond six years after termination of the present war."

3. "A further period of education or training not exceeding three additional years may be provided for persons who have satisfactorily completed the first year of education or training: *Provided*, That no person shall be eligible for such additional education or training in excess of the total period he served in the active service during the present war, exclusive of the six-month's qualifying service and also of any period of education or training which he may have received under the Army Specialized Training Program or the Navy College Training Program, or as a cadet at one of the service academies. Such persons shall be selected from those voluntarily applying for such further period of education or training."

The administrator will pay to the educational or training institutions the cost "of customary tuition, laboratory, library, health, infirmary, and other similar fees and charges" not to exceed "\$500 for an ordinary school year;" in the case of publicly supported institutions that have "no established tuition fee or if the established tuition fee . . . shall be found by the administrator to be inadequate compensation to such institution for furnishing education or training to persons eligible under this Act . . ." the administrator is authorized to adjust the costs.

Persons enrolling in school will receive \$50 per month "while in attendance. . . A person having a dependent shall be entitled to receive an additional sum of \$25 per month." Part-time students will receive proportional pay.

"The administrator may arrange for educational and vocational guidance to the persons eligible for educational and training under this Act. . . .

4. "The President upon recommendation of the administrator may request the chief executive of any state to designate the legally constituted state educational agency or agencies, or, if no such state educational agency is available, may request the creation of a special board to act in lieu thereof (a) for the purpose of advising and assisting in selecting those persons who shall be entitled to receive a further period of education or training as provided for in paragraph 10 (f) of this Act or (b) for the purpose of furnishing lists of approved educational or training institutions in such state, which are found, in accordance with standards established by the administrator, to be qualified to provide education and training to persons eligible under this Act; *Provided*, That in the event the administrator is of the opinion that any institutions should be included in, or excluded from, such lists from any state he shall make recommendations to that effect to the appropriate state agency or special board." In case the state agency is not fully representative of the total field of education, "The President . . . may request the chief executive of the state to appoint an advisory committee consisting of persons who shall represent the elementary, secondary, and vocational schools, the colleges, junior colleges, professional schools, universities, and business and other establishments pro-

viding apprentice or other training on the job in the state. . . Only such educational or training institutions as are included in such lists approved by the administrator shall be deemed approved educational or training institutions within the meaning of this Act."

5. "No department, agency, or officer of the United States in carrying out the provisions of this Act shall exercise any supervision or control over any state educational agency or any educational or training institution with respect to their personnel, curriculum, or methods or materials of instruction."

6. "Member of the Armed Forces of the United States" means "any member of the Army, the Navy, Marine Corps, U. S. Coast Guard, or any of their respective components." The term "State" shall include all states, territories, possessions, District of Columbia, and the Philippine Islands. The term "educational or training institution" shall include "public or private elementary, secondary, and other schools furnishing education for adults, business schools, and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers' colleges, normal schools, professional schools, and universities, and shall also include business or other establishments providing apprentices or other training on the job under the supervision of an approved college or university, or any state department of education or state board of vocational education, or any state apprenticeship council of the Federal Apprentice Training Service established in accordance with Public Law No. 308, Seventy-fifth Congress, or any agency in the executive branch of the Federal government authorized under other laws to supervise training."

What Has Been Done

The National Association of Secondary-School Principals has been represented, regularly by two of its members at all meetings held in Washington, D. C. by twenty-one National professional educational organizations that have considered the educational provision for veterans in S 1767 (Clark, Missouri) and H. R. 4357 (Rankin, Mississippi).

The representatives of these twenty-one educational organizations unanimously adopted the following statement of principles desired in the legislation for the education of veterans.

1. That veterans' education under this Act should be administered through the authorized educational agencies, Federal, state, and local.
2. That certification of eligibility of the individual in terms of military service and subsistence payments to individuals should rest with the Veterans Administration.
3. That in each state there should be designated or created a duly authorized educational agency which shall be broadly representative of the various levels and types of education whose functions should be:
 - (a) To furnish lists of approved educational or training institutions within the state.
 - (b) To advise and assist the approved educational or training institution furnishing training under this act.
 - (c) To determine, subject to policies to be established on a national basis, the amount of payments to the educational or training institutions furnishing training under this act.
 - (d) To provide educational and vocational guidance.

4. That the educational or training institution should determine the qualifications of the individual for study in such institution and for continuance in courses.
5. That the individual should be free to select the institution in which he wishes to study and, after counseling, to select the program of study which he desires to pursue.

What to Do

The foregoing agreements form a broad base for action. Most of these principles are included in the present bills, except that provision for the direction of the educational program is vested in the Veterans Administration and not in the legally constituted Federal educational agency, the U. S. Office of Education, and the provision for the direction of education on the state level is largely permissive and not mandatory.

S 1767 was passed by the U. S. Senate on March 24. It was known as the "GI" bill and was signed by 76 senators.

H. R. 4357, the companion bill, at this writing has passed through the hearing, where representatives were made to include the provisions for direction of education for veterans as outlined by the twenty-one national professional educational organizations. It appears as if this will be debated in the House on or about April 20. If on receipt of this announcement, the bill has not had final consideration, you could direct your representative in Congress to include the necessary provisions in H. R. 4357 for Federal direction of education and the necessary measures to assure stronger (substituting "shall" instead of "may" in the bill) direction of education for veterans on the state level. Refer to H. R. 4357, Title II, "Education for Veterans." Request a change in the respective bills, that would place the control and direction of *Education for Veterans* in the U. S. Office of Education. You can also request other changes. Act quickly and solicit others to aid you.

III.—H. R. 2849 and S 637

These bills make provision for Federal Aid to education.

The status of S 637 was reported in THE BULLETIN, November 1943, page 3, under "Federal Aid to Education." This bill was re-committed on October 20, 1943, to the Senate Committee on Education and Labor.

H. R. 2849, introduced by Representative Ramspeck, (Georgia) is in the House Education Committee with the possibility of hearings, if a majority of the members of the Committee on Education are favorable to fair and comprehensive hearing. This is now doubtful. How does your Representative stand on this issue?

The Issue of Federal Aid to Education

The Washington Post on March 22, 1944, carried the following article on its editorial page.

EDUCATED DEMOCRACY

We boast the highest standard of living in the world. But we are inclined to be vague as to what the standard is. No doubt we have a greater number of bathtubs, radios, telephones and automobiles per capita than the people of any other nation. But since we are a democracy and pride ourselves on our capacity for self-government, we might profitably inquire into the standards we have achieved in this regard. The logical test of a people's capacity for self-government is in its level of education. Thomas Jefferson stated this truth bluntly in the adolescent days of the Republic: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Among Americans 25 years of age and over, only 4.6 per cent have graduated from college. Three-fourths of them have never gone through high school. Three-fifths have never completed even a single year of high school. In the light of these figures, prepared by the National Commission for Defense of Democracy through Education, it is reasonable to ask how well the American people as a whole understands the processes of self-government. Formal schooling is not, to be sure, the only avenue to education. But it is the one instrument which we, as a society, have established to give our maturing citizens some familiarity with our history, with the character of our institutions, with the meaning of the democratic process. In grade school they are generally too young to learn these things well. Without high-school education they are very likely indeed to be deficient in any true understanding of what we call the American way of life.

Among the various sections of the Union there are wide discrepancies as to schooling. In 10 southern states, for example, fewer than one-fifth of the people 25 years old or over have completed high school. The District of Columbia in comparison stands at the very top of the list with slightly more than two-fifths of its adult population graduated from high school. Yet paradoxically, residents of the District are not considered qualified to take part in self-government, while their lives are regulated by southern citizens of inferior educational background.

In large part the educational inequalities among the states stem from economic inequalities. This is why it seems to us essential that the Federal government extend aid to the less wealthy states in order to enable them to bring their schools up to a higher level. All of us, since we are members of a Federal Union, have a vital stake in the preparation for citizenship available to young Americans in every part of the country. That preparation is bound, during the next two or three decades, to be put to a formidable test. Over 30 million youths now of school age will be voters 20 years hence. They will confront problems which can be solved only if they are schooled in the traditions and lessons of our past.

It is urgent that we give our children more education and better education. The defeat of the Thomas bill in the Senate some months ago was a sorry blow to this purpose. But we simply cannot afford to let the purpose be forsaken. It can be taken up again in the House if the Committee on Education will bestir itself to action on the Ramspeck bill long pending before it. Like the Thomas bill, the Ramspeck bill would make Federal funds available to the states as grants-in-aid in order to improve the pay of teachers and to expand educational opportunities. It would in no sense impair local autonomy over the schools. It would simply lend a helping hand to less fortunate members of our union. Whatever we hope for in the postwar world must depend for its realization on how we meet this issue of education today.

What to Do

1. Write to members of the House of Representatives who are friendly to the Thomas-Hill (S-637) and Ramspeck (H. R. 2849) legislation and ask them to request the House Committee on Education to set dates for a hearing on H. R. 2849.
2. Encourage influential laymen to write to their representatives about the bill.
3. Learn the position of your representative on H. R. 2849. Inform him of the plight of public education at this time.

TRAINING AIR-MINDED YOUTH

DURING the past twenty years, America has been growing slowly air minded. Even when the Spanish War was being fought, the airplane had only begun to show possibilities of a fighting force. However, when World War II began, a real impetus was given to air navigation. Not only military men, but others became keenly interested in the air. Many organizations and government bureaus are now giving full time to this important problem. Textbooks are beginning to appear that extend the instruction for air-minded youth from the college into the secondary-school level, and even into the elementary school. Likewise, instruments used in regular study of air navigation and also sea navigation are now available for others in the classrooms on both the college and the secondary-school level.

A clearing house naturally is needed for the intelligent supply of navigation equipment as well as for constant service. Heretofore, no single agency supplied charts and publications together with other navigation equipment. One of these agencies that is now doing this Herculean task is the Weems System of Navigation of Annapolis, Maryland. Specialists in air navigation classes in pre-flight training recommend radio and celestial navigation equipment with instructions in their use. An unexperienced person would not know from what sources to order the various items. For more than fifteen years, the Weems System has centered its efforts on navigation. These men have undertaken extensive research work in this field. Their aim has been to follow the program of navigation and to contribute to its perfection, simplification, and standardization. They have written textbooks, home study courses, and hundreds of articles and have invented several items of navigation equipment. As a result, they have built up a specialized business in sea and air navigation based on these years of experience in standard navigation equipment. They have now available considerable standard sea and air navigation equipment.

They have available considerable material that is of use in the secondary school. These include supplies, instructions, and computations, as well as models that are identical to those furnished to the U. S. Army and Navy, the RAF, and the RCAF. For class instruction in navigation not only do they have visual aids but there are working models permitting the instructor and students to promote and solve problems in front of the class. These classroom models include Navigation Plotter, Computations, Universal Plot Sheets, Star Altitude Gauges, and Aircraft Instrument Panels. The Weems System of Navigation of Annapolis, Maryland will answer any questions pertaining to navigation that secondary-school instructors or principals may ask. For further information, the company encourages school instructors to contact them directly.

A Principal's Message to Parents

MICHAEL H. LUCEY

Principal, High School, Forest Hills, New York

As THE Forest Hills High School is completing its third year of service, this seems an appropriate time to take stock of what we have done and to consider plans for our future usefulness. At my first faculty meeting on January 24, 1941, exactly three years ago today, I pointed out that the city had expended approximately \$2,500,000 on the new school; that the pay-roll would be about \$200,000 a year; that the justification for this expenditure of public money was the desire of the state to improve and safeguard our free institutions and our democratic way of life. Moreover, the citizens of the community who would send their children to us would hope that thereby those children would become finer men and women and be enabled to lead happier, better, and more useful lives. I stated too that it was our job to help our boys and girls grow physically, mentally, morally, and spiritually to the maximum of their abilities, not only through the magic of the written word, but also through the daily life of the school in all its varied activities.

In a message in the first issue of the school paper on April 3, 1941, I stated that duty and freedom, work and happiness were the foundations of our house and expressed the hope that each member of the Forest Hills High School, whether of the faculty or of the student-body, might find in some phase of our community life a spark which would kindle and set free his creative genius; and that the environment which we were making would be conducive to the development of the human spirit.

That was three years ago. To what extent have we succeeded? You are in a position to know. You view the school from the standpoint of your individual children. You are, therefore, in a position to judge the extent to which Forest Hills High School has helped to inspire and guide them in doing worth-while work. You also know how well it is meeting the test laid down by Dean Carl E. Seashore of the State University of Iowa in a recent issue of *School and Society*: "It is the function of the educator to keep each individual busy in wholesome training at his highest natural level of successful achievement in order that he may be happy, successful, and good."

If the school is to fulfill successfully its mission, this must be accomplished by the day by day work in the classrooms, the shops, the laboratories, the library, the corridors, the lunchrooms, the assemblies, the study hall, the gymnasiums, the various special rooms, and the playgrounds. The activities in these various special places are planned according to the abilities and needs of the pupils and the demands of our democratic society. This work, the building of men, is one of our most essential industries. As Comenius said, "Schools are the workshops of humanity."

SOME OF THE THINGS WE HAVE DONE

Space does not permit a complete resume of this vital work, but there are certain events and accomplishments of general interest which I can summarize. They are merely some of the outcroppings of the fundamental *stratum* of daily school activities.

1. We have held two commencement exercises, graduating a total of 581 pupils. In January, 258 young men and women received diplomas. There are 310 of our graduates now attending colleges in various parts of the country; 204 have entered business. We have won scholarships from Chicago, Columbia, Cornell, Johns Hopkins, New York, and Syracuse Universities and from Adelphi, Bethany, Oberlin, Rensselaer, and St. Joseph's Colleges.

2. From a student body of 3000 pupils and a faculty of 123, 154 of the former and 23 of the latter are now in the Armed Services. Of the teachers, 13 have earned commissions, there being one major and five Second Lieutenants in the Army and six Lieutenants (j.g.) in the Navy. We also have one Wac and one Wave, the later being an Ensign.

3. During the four War Loan Drives the school sold \$268,196 in stamps and bonds and a total of \$25,252 in stamps during the intervening periods, making a grand total of \$293,448. For this outstanding achievement the Treasury Department awarded an "E" flag to the school.

4. The school has aided war and relief agencies as follows:

(1) Greater New York Fund	\$ 119.75
(2) American Red Cross	1,539.99
(3) National War Fund	598.20
(4) British War Relief	78.34
(5) Russian War Relief	82.91
(6) China War Relief	357.32
<hr/>	
Total	\$2,776.51

5. Understanding of our Allies has been encouraged through assemblies, films, special exhibits, and classroom work.

6. While every teacher is interested in guidance, a special guidance department, with a personnel of seven teachers who devote part of their time to this work, has been set up. Its work has been invaluable in meeting the particular problems of pupils in their adjustments to school, industry, war, and college.

7. The guidance bureau has provided valuable advice and training for boys about to enter the Armed Services.

8. The work of the last two school years, particularly that in mathematics and science, has been modified to meet war needs.

9. The work of the first year is so important and so fundamental in the lives of the pupils that three advisers have been assigned to it.

10. Every term our program committee carries out the difficult task of making an individual program for each of our 3,000 boys and girls. Careful consideration is given to the abilities, needs, and preferences of the pupils, and parents are consulted. Special provision is made for gifted pupils, for slow learners, for the non-academically minded, and for those with highly specialized talents.

11. Music has grown to be an integral part of the daily formal and informal activities of the school. An efficient symphony orchestra with complete instrumentation, a large concert band, and a splendid mixed chorus provide opportunities to give performance experience to students. Assembly programs and concerts have proven stimulating to performers and audiences alike.

12. The students of the science department earned first place in a city-wide competition on cancer. Several of its students have done original work and have had articles accepted by professional, scientific journals; a group tested over 200 samples of soil for victory gardens in different parts of Queens; a student laboratory-technicians group has prepared material for various high schools and colleges in the metropolitan area. A school museum, garden club, and weather bureau have been established.

13. In athletics we are beginning to make our mark. Fencing, tennis, soccer, golf, Red Cross, and home nursing are some of the activities that show a healthy growth. Last year we were runner-up in basketball for the Queens championship and won the Queens-Brooklyn soccer championship.

14. In 1942 one student won first prize at a radio mathematics contest sponsored by the Association of Teachers of Mathematics of New York City.

15. A school newspaper, a school magazine, and a senior yearbook are now well-established institutions.

16. Pupils with a flair for dramatics find opportunities for their abilities in various play productions given on special occasions such as the Centennial exercises, Christmas, and school celebrations.

17. The art department gives its talented students outlets by illustrating our magazines, by preparing posters and bulletins for the use of the school, and by entries in various city-wide contests.

18. The social studies department was winner in the Queensboro Radio Quiz in 1941 which tested a knowledge of the Borough of Queens; participated in various borough discussion groups; and in December gave a radio performance on the *School of the Air*.

19. The foreign language department won first honors in one city-wide contest and honorable mention in two others; participated in two Queens Spanish *Fiestas* and one French *Fête* and gave a performance over WNYC. It has sponsored a Latin paper, *Nuntius Bictoriae*, and is the home of the city-wide French newspaper, *French-American Student*, of 24,000 circulation.

20. Service rendered by students in school offices afford practical training in secretarial and clerical skills as well as in office courtesy and technique.

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20. Service rendered by students in school offices afford practical training in secretarial and clerical skills as well as in office courtesy and technique.

21. Our Library has a collection of nearly 17,900 books. The number of withdrawals of books from the library this term has ranged from 8,700 to 9,900 per month. The number of books borrowed for home reading ranged from 2,300 to 4,000 per month.

22. A chapter of the Arista League, the city-wide high-school honor society, has been founded.

23. Practical experience in the democratic way of life is being given by student participation in school government. A General Organization operating under a written constitution is an active and vital force in school life. At the present time more than 1,500 positions in various phases of classroom and extracurriculum activities offer opportunities for experience in leadership.

24. An able, enthusiastic faculty has been enlisted in the service of the school. The various departments are headed by scholarly and inspiring leaders.

25. The following current data are an indication of the professional and scholarly competence of our teachers and their zeal and wisdom in meeting the challenge of the changing times:

- (a) One hundred twenty-three members of the faculty hold a total of 239 memberships in various professional organizations.
- (b) Of this number 27 hold important offices such as: president of the New York State Nurses Association and president of the Health Education Teachers Association of New York City.
- (c) Since 1941 teachers have had a total of 33 articles published in leading educational journals throughout the country.
- (d) On 42 occasions members of the Forest Hills faculty have addressed professional meetings, participated in forums, or given demonstrations of school work.

THE SCHOOL'S PLACE IN COMMUNITY LIFE

The Mothers' Club has labored devotedly in the interests of the student body. In all its activities it has stressed the dignity of human personality and the responsibility of each individual to his fellow men. It has provided funds to meet the emergency needs of war; it has already granted four scholarship awards and twenty-two prizes for personality and character to outstanding graduates; it has held meetings to acquaint the parents with the needs and problems of the school; it has carried on a health education program; and recently it sponsored a forum on the ever-vital topic of "Youth Growing Up."

We realize the magnitude of the task of dealing justly and wisely with 3,000 pupils, each one with a distinct personality and all on the threshold of manhood and womanhood. We know that we have often fallen short of our ideals but we shall continue striving in increasing measure to know the needs and abilities of each individual pupil and to inspire and guide them all toward socially worth-while goals.

The school is only one of the institutions which functions in the community for the upbringing of youth. To do its work effectively, therefore, the school must co-operate with these other agencies and particularly with the home. While each parent is primarily interested in his own child, he knows that the school is a community effort and that there are 2,999 other children whose parents look upon them with equal interest. In any kind of community living, regulations are necessary to enable the group to function properly and thus insure the rights of each individual. In our school community, rules and regulations pertaining to attendance, punctuality, conduct, and regard for the rights of others are, therefore, necessary. Certain health standards must also be maintained as the basis for group welfare and individual competence and happiness. We ask the parents of all pupils to co-operate when some of these regulations touch the individual parent and child because freedom for the individual comes only through the observance of law.

School work is a full-time job. In addition to the six hours at school, each student ought to spend from two to three hours on homework. A cultivated intellect, a wide range of interests, the discovery of some dominating interest, and the capacity for self-independent intellectual life are some of our chief aims for our pupils. The home can help the young people attain them by showing a sympathetic understanding of the problem and by providing proper environment for study.

While intellectual development is of high importance, yet mankind is learning through its present life-and-death struggle that, without moral and spiritual growth in the hearts and minds of men, knowledge is not an unalloyed blessing. We shall continue to draw on the experience of the ages and on our present work-a-day world in helping our pupils develop minds marked by power and knowledge, but we shall also teach by precept and practice that such power, such knowledge, and such wisdom should be used in the service of mankind of which we, individually, are members.

Participation in the creative work of building your high school during the last three years has been a source of happiness and satisfaction to me. The members of the faculty are all deeply appreciative of the cordial co-operation and good will shown by you. Together, we face the future with confidence.

STUDENT COUNCIL

Has your Student Council joined the National Association of Student Councils, now sponsored by the National Association of Secondary-School Principals? If not turn to page 2, fill out the application and mail it today.

In Memoriam

HARRY VICTOR CHURCH

1871-1944

Suddenly, on March 9, 1944, in Seattle, Washington, Harry Victor Church, a devoted worker, a courageous leader, and an able educator, was taken from us. Burial services were held on March 13 at the Berwyn Presbyterian Church, Berwyn, Illinois.

Harry Victor Church gave a full professional life to the establishment and development of the **National Association of Secondary-School Principals** and the J. Sterling Morton High School and Junior College, Cicero, Illinois. Of the former, he was one of the charter members in 1916 and became the Secretary-Treasurer in 1917, which position he carried on with a loyal devotion until his retirement in 1940, when he continued to serve as Secretary of the **National Honor Society**, an activity of the Association, until 1943.

A small school in Cicero, Illinois, in 1898, with Harry Victor Church as master developed into a great institution, the J. Sterling Morton High School and Junior College, of more than 6,000 students. It is now a living memorial of his great leadership and resourcefulness.

World War II found him again in the service of his country. He gave his last full measure of devotion during these ebbing five months as a consultant to the Boeing Aircraft Company.

His interests were legion. His devotion to movements of high purpose was impelling. His spirit was indomitable. The heritage for secondary education, touched and aided by his guiding hand, is great. His work will be cherished always.

E. R. JOBE
PRESIDENT, *National Association of Secondary-School Principals*

PAUL E. ELICKER
EXECUTIVE SECRETARY

The Judd Club of Chicago, Illinois, served by Harry Victor Church for all the years since its establishment in 1909, express their profound loss in this resolution.

RESOLUTION: We, the members of the Judd Club, extend herewith our heartfelt sympathy to the bereaved family of our comrade, Harry Victor Church, and record our great personal and professional loss in his sudden death on March 9, 1944.

As the founder of this Club in 1909 and as its continuous secretary-treasurer until his voluntary retirement in the autumn of 1943, his services to the secondary-school administrators of the Chicago area have been equaled only by the distinguished leader for whom the Club was named.

His career as principal and superintendent of the J. Sterling Morton High School and Junior College from 1898 to 1933 is unexcelled in American Secondary Education. From a tiny high school of 51 students and three teachers, he directed the growth and development of this public institution until at his retirement the total enrollment was approximately 6,500 students. While carrying this heavy administrative load which was frequently made unnecessarily burdensome by incompetent and political-minded board members, he led in the organization of the National Association of Secondary-School Principals in 1917 and served as its executive secretary until his retirement to *emeritus* status in June, 1941, at which time the Association had a membership in excess of 7,000. Thus, the services which he rendered to his associates in the Judd Club were extended to the high-school administrators of the nation.

In the popularization of American Secondary Education and in the professionalization of its leadership, Harry Victor Church played a modest but tremendously important role, never self-seeking for honors and public recognition, and always content in his unassuming way to labor in the ranks and to serve the cause in which he so strongly believed. When the history of secondary education in the first third of the twentieth century is recorded in printer's type his name will stand high in the list of leaders whose personal contributions helped to make the American Secondary School the unique institution it is today.

The members of the Judd Club shall miss the counsel of this elder statesman greatly, but our lives are better and our educational vision is clearer because of his labors for and with us. As we face the difficult problems of secondary education which lie ahead we firmly believe that the spirit of Harry Victor Church will be an inspiration not only to the members of this Club but also to secondary-school administrators generally wherever his services are known.

THE JUDD CLUB

WILLIAM C. REAVIS, *Chairman*

A. V. LOCKHART, *Secretary-Treasurer*

MARCH 14, 1944

BROWN PAPER NEEDED

for heavy duty!

SAVE

BROWN CORRUGATED PAPER
BROWN PAPER BOARD
BROWN WRAPPING PAPER AND BAGS
BROWN PAPER BOXES AND CARTONS

Every Army division going overseas takes about 150,000 tons of equipment with it . . . largely shipped in waterproof paper or in heavy brown corrugated paper board.

And it's these *stronger brown grades of waste paper that are dangerously scarce!*

Brown paper cartons, corrugated boxes, heavy brown wrappings and bags come into your house daily. These are the kinds of paper needed most by our fighting forces.

Save *all* waste paper . . . and especially heavy brown paper! Pack it up . . . turn it in!

**U.S. VICTORY
WASTE PAPER CAMPAIGN**



Secondary Education in England

LEONARD F. WALLIS

Headmaster, Willeoden County School, London, N. W. 10, England

THE FOLLOWING statement can be regarded as, in some manner, a declaration of faith, based upon a gradually awakened consciousness, during forty years of practice in education. It arises out of a realization of the inadequacy of the results of secondary education to meet the needs of the new world which will emerge from the present turmoil. Can anyone doubt that the times before us will make intellectual and spiritual demands upon the coming generations more urgent and severe than in any past era, and is anyone satisfied that an education which barely sufficed to meet the old challenge will be able to meet the new?

We are busy planning administrative changes in education, we envisage an extension of the school age and of the area of secondary education, even secondary education for all. It is pertinent, then, to ask earnestly whether the secondary education all are to have is worth having. I am convinced that reform internally is more important than all external changes, and I would go so far as to judge the value of all administrative changes by asking how far they make possible the internal reforms.

WHAT IS A CULTIVATED ADULT?

I ask this question because the ultimate aim of our education is the production of cultivated adults. Even though a cultivated adult is not wholly the result of education, he could not exist without education, and, in the vast majority of cases, school education is a large part of the full education.

A cultivated man is the result of inherited factors, developed by environmental influences. The inheritance is not within our control, and the strongest environmental influences are those of the home, which again is outside our direct control. How far is it possible for the school to produce a generation of cultivated adults? When we contemplate the results of seventy years of public universal education in Britain, the tasks seems hopeless. The inherited elements play so large a part. There seems so widespread a lack of desire to know, to think, to feel and to act. In that sense we seem a tired and decaying nation, until some crisis stirs the forces lying dormant. How much are the passive complacency, the desire for pleasure and sensation, the aversion to mental activity in religion and politics due to an inborn lassitude? How much due to an uninspiring home-life? The old generation is a millstone around the neck of the new. Yet, if we contemplate the results, in their different directions, and within the space of a generation or less, of Nazi and Soviet education, we are encouraged to believe that the power *does* lie in our hands to bring about a revolution.

It cannot be too strongly insisted upon, that, even if a pupil remains at school until sixteen, or even eighteen, his education has only just commenced.

Real education is largely adult education. All education at school is in the nature of preparation for later and fuller education. We are, in truth only preparatory schools at best, and any attempt at finality is to misunderstand our function and to frustrate our real usefulness. If this is true of secondary schools, how much more so of elementary schools! We are prepared to accept this role as far as our relation to universities is concerned, but, in the absence of organized forms of post-school education, we do not realize it to be true for the other ninety-five per cent of our pupils. If we are to see our education becoming worth while, if it is not to be like a river finding a miserable end in a swamp, we must press for a multiplication of means of adult education, for which it will be our task to prepare all pupils. In this connection the People's High Schools in Denmark and the similar institutions in Soviet Russia should be noted, and, with appropriate modifications, copied. But the whole of our industrial life must be so organized that there is both leisure and opportunity for this adult education if we wish to get a race of cultivated adults. These will be the People's Universities.

Although these organized means of education are so limited at present in Britain, they are possibly adequate for the demand. Their extension on a nation-wide scale depends on the demand for them, and that is a matter for us in the schools. The small demand and small provision are a measure of our failure as efficient educators.

I stress this aspect of our education as being mainly, if not purely, preparatory, because we are so often urged to include in the curriculum a multitude of studies that are properly for adults. We are accused of being out of touch with life and reality because we do not teach the procedure of a police court, a town council, or a factory—because we don't send out our pupils fully equipped citizens. We have done all that can be and ought to be done and we shall have truly laid the foundations of a cultivated democracy, if we send our pupils forth from school, not as encyclopedias of knowledge, not as fully informed citizens, not as expert technicians—and how lamentably we have failed in attempting such aims—but if we send them forth armed with the tools, inspired by the desire, and fortified by the will to acquire all of knowledge and good living that they can get in the great upper school, the real public school of the world awaiting them.

WHAT ARE OUR EXPLICIT TASKS

What then are our explicit tasks in the attempt to achieve so considerable a result?

1. *We must make our pupils as efficient as time will permit in the mechanical tools by which they are enabled to acquire and communicate knowledge, e.g., the arts of writing, reading, speaking, and calculating.* How many of us feel satisfied with the displayed results of five to seven years of our work

when we receive letters from old pupils with spelling mistakes and grammatical errors!

2. *We must train them to think, to challenge everything, to accept nothing as true without adequate evidence, if it is reasonable to expect evidence to be available.* Thinking consists in asking oneself purposeful questions and striving to find the answers. There is a limited place for dogmatism,—especially during the early years,—when presenting matters of fact, as it is not wholly practicable to expect every generation to start from scratch and to make no use of the accumulated mass of knowledge bequeathed to them by the past; but even there the acceptance of truth must be regarded as provisional, subject to criticism, and open at some time and in some circumstances to be re-proven. "Open minded analysis of assumptions is a strong stimulant to vigorous constructive thinking." There can be no progress if we are not prepared to challenge the axioms of the past, and re-examine all those conventions, opinions, policies, and institutions of the present, which have persisted from the past; but the re-examination must be in no irreverent, destructive, arrogant spirit but with a readiness to accept whatever is worth perpetuating. The result may be crude, inaccurate, and ill-balanced at first, since the powers of criticism will be imperfectly developed, but the immediate aim is not perfection. We might as well expect perfection in the early use of the mechanical skills. We must strongly concentrate on the training of the process and not on the final product. Our teaching should, therefore, consist largely of a series of questions demanding, not a recital of remembered facts, but the exercise of reasoning faculty and leading to the pupil himself asking questions and searching for the answer. It is important to do this even if it leads to a reduction in the number of facts required.

It will be noted that not only must there be the asking of purposeful questions but the striving to find the answers—though this is implied in the word "purposeful." Without a conscious purpose in the quest, questioning becomes idle curiosity, fanciful dreaming which leads nowhere.

3. *We must stimulate the interest, give and preserve a desire to know more, and get at the truth of things in every possible direction.* The desire varies greatly in pupils not only by inheritance but as a function of vitality. Yet even those most inert mentally are alert enough when they are young and when they are dealing with what interests them. It is perhaps the greatest criticism of our education that having provided our pupils with a measure of mechanical skill that makes further education possible, we see them pass out of school with little or no desire to continue that education, except,—in a small number of cases—along the lines of their vocational needs. Life is full of rich experiences, the world full of wonderful things, and education should be the opening wide of doors giving access to the enjoyment of a fuller and richer life. In how few cases is this true, and in how many might it not be true, if

interest and desire and energy were not dissipated during school days instead of being canalised to higher ends? In this connection we should be well advised to study the methods used in Soviet schools.

Lack of interest, the main reason for apparent lack of ability, arises from the following causes:

- a. The pupil feels the work to be beyond his capacity. He is half-defeated by his lack of confidence as soon as he starts. The work must be graded so that he feels a sense of power.
- b. He feels that the work has no relation to his future life and leads nowhere. This sense of futility was one of the principal criticisms I heard in a recent debate on secondary education among my senior pupils:
- c. There is little demand made upon the creative, the active, the practical, the imaginative, the aesthetic energies of our pupils.

Undoubtedly the need to maintain and stimulate an ever-growing interest and zeal is the most difficult of our problems and it is inseparable from all the other suggestions I make.

4. *We must give a body of facts which we can rightly expect everyone to know.* One cannot think or reason *in vacuo*. Starting with these, the other facts will be acquired as a by-product of the reasoning process. One defect of our methods is that we tend to fill the mind with facts acquired by memory and not by research, as though the end of education were merely a "well-stocked" mind. No wonder the average pupil regards his departure from school as release from a burdensome task, however much he may regret leaving on other and more personal grounds. Herein lies one of our difficulties in maintaining his interest and developing an increasingly insatiable quest for more knowledge and development.

I can leave the question of what this basic body of facts should be until I deal with the problem of the curriculum. Sufficient now to point out that much of the mass of facts we teach is unnecessary as a basis for further education and is little related to the future needs and interests of the pupils, so that, both in quality and quantity, it acts as a hindrance to his present interest.

Our examination system reflects the character of our education; or is the position reversed?

5. *We must train the artistic and emotional faculties of our pupils, as well as and equally with their reasoning powers.* This aspect of education is apt to be neglected especially in boys' schools. Beauty, as well as truth, is one of the graces of life, and appreciation of beauty cannot be attained by the exercise of reasoning. In schools, therefore, we must have plenty of music (instrumental and vocal), art, craftwork, drama, imaginative literature, poetry reading, and dancing. We tend to concentrate on those subjects in which progress is easily assessable by examination. Too often feeling finds its expression in spheres where it can only confuse the process and falsify the issue, that is, in the

search for truth by the process of reasoning. Any affective coloring of the terms of the premises, any instinctive reluctance to follow where the exercise of logic leads, any false emphasis by prejudice is an intrusion of a foreign element which vitiates the argument and leads to false conclusions. Yet emotion is the driving force of life; but it must be harnessed and trained. The beauty of pure mathematics or of scientific philosophy is for the elect. For our pupils we must make them receptive of beauty by giving them experience of beautiful things from their earlier years. This must be accompanied by giving opportunities of creative work, with beauty as the objective ideal.

6. *We must make them community-minded by an emphasis on the social aspect of all studies and by emphasis on the class, the school, the town, and the country as units.*

7. *We must develop character by a steady drive toward purposeful ends, mentally and spiritually, and by example that reinforces our teachings.*

8. *We must endeavor to make them regard the work they can do in the world as of the nature of a crusade, and school as a preparation for this.* They are enlisted in a cause that demands all youth's energies and enthusiasm. This sense of significance and urgency is sadly lacking today. This is perhaps our greatest need, for only so can we summon up the emotional force which overrides difficulties, dullness, or aimlessness education has to be a living ferment if it is to render the new generation equal to the tasks of the new time. One has to see what has been achieved in Germany and Russia within a few years to see what can be done when an ideology becomes a religion, when the future comes alive as a challenge.

Is there nothing with which we can inspire our youth so that they will submit to self-discipline and look beyond their own interests, something they can worship with all the fervor of their young hearts? I see nothing at present. What we offer to them is only our inadequate preparation for an individual competitive struggle in an anarchic economic system, devoid of wide horizons and of an overriding sense of service to the community. Self interest inspires no one, least of all youth. Therein lies the sickness of our national life. True democracy is incompatible with personal possessive ends, and until we decide upon a better way of life for Britain, so long shall we have no gospel that can act as a dynamic in our schools. I believe the achievements of all other aims in education depends largely on this.

9. *We must sublimate the destructive energies into channels which are more socially desirable.* I am frankly dismayed when I see the amount of wanton and senseless vandalism there is, not only in the world, but even in our own schools. It seems a simian outcrop akin to the destructiveness of animals and originating in some deep-seated instinct which cannot be allowed uncontrolled expression in a civilized world. When one hears of the destruction of air-raid shelters, the defacement of railway carriages, the theft of elec-

tric light bulbs, mischievous interference with everything that is beautiful, delicate, and finished in construction, one wonders how far our education is responsible in that we have not been able to check it.

10. *We must develop initiative and power of leadership, a readiness to accept responsibility and take risks.* This can only be done by giving power and responsibility carefully graded to the age, capacity, and individual characteristics of the pupils. We must give them, too, a voice in deciding what their work shall be so that they have a sense of co-operative partnership.

11. *Our pupils must be happy at school.* The really successful school is always a happy school, not uproariously so, but with a real contentment and a sense of fulfilment. That implies an elastic, kindly but firm discipline, based upon a recognition of the reasonableness of young people when treated decently. But its mainsprings will be a sense of the worthwhileness of the work they are doing, its reality and its importance.

THE CURRICULUM

I have heard it said that it doesn't much matter what subjects we teach so long as we teach pupils to think, preserve the desire to know more, build up good habits of living and learning, and bring them into contact with a strong, happy, sympathetic, cultivated, and finely—principaled personalities. I have said the same, and it is very largely true. But what we teach is important, nonetheless. What we teach has to provide the body of facts that forms that material by which we train thought; it has to make the pupil feel he is doing something worth while; he has to feel it is in direct relation with his future life and the world outside the school walls; it has to develop his community sense; it has to apportion his time and energy between purely logical processes and the development of aesthetic tastes. What we teach fulfils these functions in varying degrees. For examination purposes we are apt to make our education lopsided.

No one can be considered educated who is ignorant of the forces which operate in the universe, especially those which affect the physical life of human beings, their inheritance, their response to their environment, their health, and their psychology—general science in short, with emphasis on biology.

Nor is he educated who is ignorant of the world as the home of man and the theatre of his activities, of man's upward trek from the dark fogs of pre-history and pre-humanity, of his struggle and his achievements as an individual and in communities living together with a common purpose, and especially upon those phases of his endeavor which impinge most nearly upon our contemporary problems.

Nor is he educated who is ignorant of what men have thought, and said, written and done notably, that the life of mankind might be enriched, in short, of what he has done as poet, philosopher, musician, painter, craftsman,

prophet, and saint. Nor is he equipped adequately for the modern world if he is unable to compute with accuracy and ease, to express data in a statistical and graphical form, or to comprehend spacial relationships of a simple nature. Nor is he educated who has not learned the most effective use of his body in a healthy partnership with the mind.

All the above we must have *at all stages* in our secondary-school education. But only the commencement of each study is possible. The fuller study will come after if the foundations are well laid, the zest preserved, and the opportunities given.

This brief summary does not rule out other branches of study or specialization in any chosen direction. It is desirable that everyone should start the study of at least one modern language, but this should be discontinued or modified in the case of all those who show no special linguistic aptitude. There should be opportunity for all who wish to study the ancient languages of Greece and Rome, though the best of their literature *in translation* will form a part of the general literature course. For those proceeding to careers in engineering, science, or mathematics there should be more advanced work in mathematics and in the individual sciences, but for the majority of pupils the amount of mathematics taught would be less than is now needed for the general school course and the science would be general, with biology as an essential part. As a general overview, the following are suggestions of the modifications that should be made to our curriculum.

1. A much larger place, both in time and importance should be given to what may be called English, which includes the power to write and speak clearly and effectively, and a wide and catholic acquaintance with the best literature of all nations. There would be no intensive study of specified texts, but sufficient explanation to create comprehension and enjoyment.

2. The full comprehension of contemporary events, without serious prejudice, can only come at the postwar stage but the background of history must be taught at all stages and brought as near to the experiences and comprehension of pupils as possible. Whatever the period studied it must be seen either to have a relevance to present experiences or to be a necessary stage in the story of man's struggle.

3. Geography should stress the need of large economic world units and the interdependence of peoples in order to organize the resources of the world, fairly, for all.

4. For all the specialists, science should be general and include biology and human physiology.

5. The body of mathematical knowledge, except for those with special aptitude and for those requiring it vocationally, should be reduced in content and time allotted.

6. Artistic training and physical education must form a part of each pupil's education.

7. The content of each subject will be modified in order to fit in with the educational aims indicated earlier.

8. A place should be found for the encouragement of some specific hobby for

each pupil. We have to anticipate a future in which there will be more leisure and we must prepare for it.

9. Whilst up to the age of thirteen all pupils would receive the same kind of education, after that age there will be differentiation. Each pupil should study some one or two subjects intensively, without dropping the study of those subjects regarded as necessary at all stages.

10. Pupils should work on projects of their own choice, lecture on them, and submit their work to the criticism and questioning of their comrades.

11. There should be a large extension of camping, as in Soviet Russia, where there are organized camps along the banks of all principal rivers. Camping affords a valuable experience of community life, with all that that connotes.

PUPILS ARE THE FUTURE

Do we believe in the Future? We are imperilling that future, on the one hand, by our declining birth-rate, *i.e.*, our refusal to meet the challenge of life, our racial defeatism. On the other hand, we squander the wealth of the youth we have, by our defective education with all the frustration, the wars, the mal-adjustments which it produces. As the teacher is the pivot of the educational system, the child is the pivot of the state. If we were concerned with the future and not our own comfort and safety we should spare no money and thought to educate the children properly. He would have his own cinemas, museums, theatres, and camps as a part of that education. Then life to the young would be more than a struggle for his own ends in a predatory world, and he would be fired by a religious fervor that would perform miracles. As long as the beckoning future can offer to our pupils nothing bigger than their own interests it will never set them on fire. Youth awaits a clear challenge for service in a noble and ennobling cause and the chance will come to us, as perhaps to no previous generation, to shape a world that will summon up all their energy and zeal. The revitalizing of our education can only take place as a part of a world-wide, a nation-wide construction.

The Danish People's High Schools had their origin in the endeavor to counter the infiltrating German culture—after the loss of Schleswig Holstein—by the development of their own native culture. The Nazi and Soviet schemes of education arose in response to a national policy.

It is also true to say that until the invigorating wind of new ideas blows through our dusty corridors the New World will remain an abortive dream. So we come full circle. The New World needs a reformed education and the reformation of our education need the inspiration of a New World challenge. They are partners in a magnificent cause.

*Has your School Council affiliated with the
National Association of Student Councils?*

(See page 2)

Work Experience in Secondary Education*

J. PAUL LEONARD

Leland Stanford University, Standford University, California

AMERICA TODAY is faced with two great jobs to do: (1) to finish the fight, and (2) to get ready for the peace. Two years ago we began to get ready to defeat Hitler and Tojo, and since that time we have worked hard to turn our factories into productive arsenals, to mobilize manpower for use where needed, to train an armed force capable of doing the job before us, and to finance the whole program. Today we are ready to start the defeat. The storehouse is well filled and our major job now is replacement. But we have just begun to fight. The real job of clearing the world of Nazi and Nipponese infestation remains to be done. Now comes the real test of how good our work of the last two years has been.

We are now, with regard to the peace, in a comparable period to the one of two years ago with regard to the war. The time has come for us to turn our creative thinking to planning for the period following the successful conclusion of the war. As the postwar period gets closer, no man of intelligence longer can argue that we should postpone our planning for the postwar period. Already business and industry and labor and Congress are planning. It is time, too, for educators to go to work—*now*, not tomorrow, for we are already late.

NEED FOR CHANGE

There are some who feel that at the close of the war the secondary school can snap back again into its prewar pattern and move along as before. There are others who feel that some modifications are needed in secondary education, but that these changes can be fitted into the old framework without great stir or much dislocation. I want to challenge both these ideas. Neither the high school of yesterday nor the high school of today will meet the needs of tomorrow. America no longer can afford the luxury of the hodgepodge of subjects and methods found in the typical high school today. In the end they produce too much aimlessness and listlessness on the part of educators, youth, and the public. Even as late as 1940 only a little over half of our adolescent youth were in high school and less than 4 out of every 10 of these were graduated. But neither youth, nor society, nor teachers cared too much about this. I would be mean if I said we spent more time on handling cases of tardiness than we did on getting youth in school, but I believe I could probably prove it. All of us have been content with a half-done job, and here the public, too, must assume its share of responsibility, for in only the most scattered cases have boards of education risen up and demanded that a clean-cut job of edu-

*This address was given by Dr. Leonard before the secondary-school principals regional meeting of the American Association of School Administrators at Atlanta, Georgia, February 17, 1944.

cation be mapped and carried out, protected from the intrusion of every invested interest and economy bloc bearing down upon the secondary school.

The point I want to make is this—if we really want democracy, we have to educate for it as hard as we have to fight for it. This means every youth should be in school until he can become a responsible member of society; it means that the school devotes its time to all its youth and to guiding them into the things they can do best; it means that the curriculum will be directed toward a few major social goals, and methods will be used that achieve these goals; it means that teachers, who by experience, training, and personality are socially and economically and professionally secure enough to do the job, will be selected to teach; it means doubling, yes, probably tripling the cost of secondary education; it means freedom from the pressure of adding every new course wanted by organized pressure groups, including colleges, which demand from 6 to 12 specified subject units for college admission. Let the college look to its own efficiency and quit writing off its own inadequacy by charging college failure to poor preparatory training in high school. The secondary school of tomorrow will not be a college preparatory institution. It will be an institution for guiding growth in democratic living. The high school owes no more obligation to preparing for college than for business or industrial competency. The idea of the high school being a college preparatory institution is a feudal myth. Its first obligation is to the democratic state—the obligation to develop civic competency. Summarily a universal secondary school means enlisting and holding all youth from approximately 12 to 18 years of age. The job before such a school requires that the curriculum be organized around achievement in major areas rather than around separate subjects.

CONCEPTS OF WORK EXPERIENCE

Let me outline briefly the three areas which I believe we need, for they give the setting for the nature and purpose of work experience. These three areas are:

1. Development of understanding and experience in democratic living
2. Development of competence to do productive work
3. Development of individual interests

Before developing these briefly, let me pause long enough to indicate that basic to achievement in all three of these areas are good health and good character. Each youth needs to be taught that if he is to have good health he must have knowledge, self-discipline, available medical service, and live in a community with good public health facilities. He needs also to understand, accept, and discharge the obligations of ethical dealings, moral behavior, and social responsibility.

I should like to develop the concepts of work experience in connection with the first two major areas only, since they are the areas where work expe-

rience will be most generally applied, and the illustrations used in developing these two areas can be adapted to the needs in the area of individual interests. Let us then turn our attention to the first of these two major areas.

The First Area

The first area—*development of understanding and experience in democratic living*—is the primary one of the three areas. It is the major reason for universal secondary education. The two words *understanding* and *experience* are key words. Not until recent years have we been concerned about *experience*; our major concern has been, even until today, with developing *understanding*.

Traditionally our program of citizenship education has been based on intellectual accomplishment in the subjects of history, geography, and government. More recently we added sociology, economics, civics, and social problems, but we still stressed intellectual discipline and left largely to out-of-school and to extra class experiences the achievement of self-discipline resulting from the give and take of human experience. The youth of yesterday knew battles from history books; today these same youngsters know them from Guadalcanal, Pearl Harbor, Salerno, Tarawa, Cassino, and a thousand other spots where their buddies have died from enemy fire. Yesterday, reading of battles replaced human experience. The same was true in business activity, industrial employment, political action, and community understanding. We substituted descriptions of events for participation in events, and the result was what Aristotle described as men who "repeat without conviction."

If education is to deal effectively with the problem of producing competent citizens for democratic living, it must get closer to the affairs of life. Certain abilities vital to democratic behavior cannot be gained without experience with life. Books cannot give us this. We can only achieve reality through participation in community living, but we can approach it in areas where we cannot secure it by synchronized visual and auditory perceptions achieved by the use of the sound motion picture. We must not again run from the task of making education experiential by seeking refuge in mental discipline.

Herein then is the place of work experience, for work experience is really the experiential side of the curriculum. This is a broad definition but it is this meaning I wish to give to work experience, for I do not want the word *work* to mean only vocational work. Work experience is that necessary corollary to reading and discussion, out of which a man of conviction is made. Do I need to labor longer on the point that work experience is essential to human development and therefore essential in education? If not, let us then proceed to analyze its place in developing competence in democratic living.

Work experience for developing democratic living should start in the home before the child even enters school. Family responsibilities must be shared. Picking up clothes, cleaning up rooms, bringing in the paper, the milk, are all small things, but they are the beginnings of a train of experi-

ences for the development of responsibility. When the child enters school, he adds to his home chores responsibilities for caring for school property, for sharing school tasks with others, and for learning to take care of himself without the constant watchful eye of a teacher. Some never learn this and enter adult life only law honest or in need of constant supervision of policemen, industrial supervisors, and friends.

As the child progresses through the elementary school he assumes more and larger responsibilities at home and at school. At home he takes over certain jobs entirely—caring for the furnace, tending younger brother for an hour each day, washing dinner dishes, and, in rural areas, caring for livestock and mechanical farm equipment. In school he assumes more self-responsibility, and shares with the teacher, the principal, and the school custodian the jobs of operating and caring for the school. He also begins to add another area to his experience—community responsibility. He waits at traffic signals before crossing the street—a step in community responsibility which some adults haven't yet learned. He helps protect community property at the public playground. During the war he has helped the community effort by collecting waste paper, scrap iron, and rubber, by distributing Government information, by buying war savings stamps, and by conserving goods.

All of these are work experiences in democratic living and are essential to full development. Our job in education is to keep thinking up enough of them, relate them to individual development and to other forms of study, and give them an important place in the school program.

As the youth enters adolescence he expands more widely this experience in community living. He still develops family responsibilities—sharing the cooking and entertaining of guests, selecting and making clothing, making and repairing household equipment, producing and canning food, and other duties. He enlarges, too, his school responsibilities, but it is in the area of community experience where his greatest growth comes about.

In the secondary school the youngster really begins to understand what makes his community click and his understanding of this is one measure of his maturity as a citizen. As he studies about the recreational facilities of the city, he interviews prominent citizens and recreational leaders; he surveys the needs and existing programs and equipment; he canvasses the community physical and human resources; he, with the aid of his fellows and his teachers, proposes the kind of program he considers needed and the ways in which it can be secured. Then with others, he seeks by persuasion to get this program put into effect. By this method of combining study and action he becomes acquainted with what life is really like. He does this with enough important civic-social problems to learn the technique. Note he works at the problem *in* the community as well as in school. He combines action or work experience with reading and discussion.

He extends himself into other community experience. He aids the local War Price and Rationing Board by serving as a clerk and help to inform adults of rules and regulations. He aids the Red Cross, the local defense councils, the bond sale campaigns. He helps the local librarian who is short of help, the recreational director, local public governmental offices with filing and typing. In the summer time he works in the forests building recreational centers, trails, roads, camps, water reservoirs and dams, planting trees, protecting watersheds—all of which give him experience in sharing responsibility for good living. He gets out and works at it. Sitting and reading about it to the point where he says it ought to be done—but by somebody else—is not sufficient. He actually produces good things for the community.

Work experience in community living should give the youngster opportunity to practice family living and community responsibility for public service. It should also give him experience in becoming an intelligent consumer. This field is one of the major areas in which the school can really work. The American public during the war has been made more conscious than ever of its part as a consumer. Each purchaser of food and clothing has to have a part in supporting rationing and price controls. Planning diversified meals, studying substitute goods, checking ceiling prices with selling prices, trying to detect quality changes—all are war activities of the consumer. An intelligent consumer *acts* in an intelligent fashion; he doesn't just read and wish. Good consumer buying involves both individual competence and group action.

The Second Area

In the second area—*development of competence to do productive work*—we have had more practice to rely upon than we have in community work experience. We have a history of shop work in connection with vocational training. Making certain things and organizing shops to simulate conditions in factories are not new. They are, to be sure, one type of work experience; but the newer phase of this program—actual productive employment under joint school and industrial or business supervision—is less common. I am not of course unmindful of certain plans—some in college and some in secondary schools—for alternate periods of work and study or for apprenticeship training. I wish also to recognize the valuable work done by teachers and supervisors of agriculture and distributive education. But even with the good work already started, we have only barely begun to develop the possibilities for building vocational competence through a combination of work, reading, and discussion. In the field of vocational education, work experience is essential.

In the program for developing competence to do productive work, work experience is a part of a well-constructed program involving guidance, basic training, shared supervision, and acceptable credit. Work experience may both precede and follow guidance, as actual experience on a job may assist in making final decisions and in testing vocational qualifications, as well as in build-

ing skills and responsibilities in a chosen occupational field. Supervision should be shared by the school and the factory or office or business where the work is actually done. In no other way can in-school and work experience programs each contribute satisfactory to the other, or can different instructors share in their development of youthful abilities.

The question of credit still haunts the faithful who worship at the altar of academic learning. How much work is worth an hour's reading or a teacher's questioning? How much experience does it take to equal a course on ancient Greece and Rome? The question can never be settled by this kind of logistic argument. We will need to start with the assumption we have already accepted—that each youth needs to read, discuss, and work in community and occupational activities. His chosen vocational goals and his relative ability to profit by different kinds of experiences should determine the selection and amount of each kind of experience. Each kind of experience should be evaluated in terms of how well it promotes the individual growth of the youngster toward the goals set out to be achieved. Activities should be increased or reduced proportionately as they produce the desired results. No satisfactory gains can be made by attempts to equate in-class and out-of-class experiences objectively or outside the individual. Every activity which produces growth in the individual toward the goals set out to be achieved should be credited toward the end and be evaluated and checked off accordingly. In no other terms does evaluation or credit make sense educationally.

In planning the work-experience program for youth in developing competence to do productive work, two kinds of work experience should be planned—work for pay and work without pay. Each of these has special values which should be considered in planning the program for youth.

Youngsters have worked for money for a long time, sometime as part-time work after school hours and on Saturday and other times during the summer months. Farming by rural youth, even though less money passes into their hands than in those of their city cousins, is of the same general character. A good deal of this work is exceedingly worth while. Youth have gained in self-reliance by finding their own jobs; they have gained in self-discipline by working to hold them; and they have developed a sense of how the community works by aiding in producing or distributing goods. In many instances, of course, they have been poorly supervised; in others they have been thrown with undesirable adults; and in some instances they have been deliberately exploited. The school should seek to correct these deficiencies of employment, but if the school is to capitalize on the growth gained by such activities it should team up with business, parents, and the government employment agencies and assist in planning, evaluating, and accrediting these programs of work experience in developing competence to do productive work.

The Third Area

The other type of work experience is that which is directly connected with some occupational pursuit. If a youngster is going to work in an industry or business and does not plan to continue his education in college, he should have as a part of his regular program work experience on the job. Such experience should be an integral part of the program of the school, but the actual experience should be attained at the kind of counter, desk, bench, or machine where such work will later be done. Business, labor, and industry will be required to assume their respective responsibilities in planning and operating such a program. Preliminary education and guidance is a school function; work on the job under the supervision of the personnel of plants and business establishments is the responsibility of labor and business; evaluation and continued guidance is a shared responsibility.

I have not tried to deal with the details of operating these programs of work experience. That, I understand, is the function of the discussion which follows. My responsibility was to sketch only the broad outlines of the nature, place, and function of work experience in the school program. What I have said briefly is that the secondary-school of tomorrow must be a universal school for all youth and be free from acceding to the pleas of vested interests; that its program must be as broad as the needs of all youth in our postwar world; that work experience is essential to human development; and that the secondary school should organize its curriculum around major areas. The three I suggested were (1) development of understanding and experience in democratic living, (2) development of competence to do productive work, and (3) development of individual interests.

I have also argued that work experience is basic in the first two areas, and that it should consist of (1) community and home experience (2) work for pay, and (3) work without pay. In the development of these programs of work experience, industry, business, labor, and the school must join hands to offer opportunities for work and to supervise and to evaluate it. Credit should be given for all work which is developmental.

There are mooted questions here and they would serve to provoke immediate thought and discussion. Above all, the need for the program herein suggested should incite us to action quickly, for only through quick action will we be ready to meet the emerging need. I admonish you like Faulconbridge did King John "Be Stirring as the Times." The future of personal liberty and of democracy itself depends largely upon intelligent action now. Education is a must in democracy, but it has to be geared to the principles of democracy and to the needs of democratic people everywhere. It cannot be taken lightly. We must be willing to pour unstintingly our resources into peace as we have been willing to pour them into war. A cheap school is a tragic extravagance; an ineffective school is a democratic liability.

Work Experience for Secondary-School Pupils

A. W. GILBERT

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How ARE school systems actually meeting the practical and urgent problems of adjusting their programs so that older pupils may assume more of the extra burden thrown on workers by war conditions? School administrators have numerous options to consider and apply, in accordance with local circumstances. The school day may start earlier; it may be shortened; classes may be arranged for evenings, and on Saturday; summer schools may be extended; specific requirements may be waived. All of these devices are being commonly employed, and have been reported in the literature.

The work-experience technique, with its provision of school credit for work done regularly outside of school, might be expected to assist materially in solving the problem of pupil participation in the war effort. This technique has been discussed at length in the *California Journal of Secondary Education* (October and December, 1942) and in the January, 1943, *Bulletin of the National Association of Secondary-School Principals*, with indications that rather extensive experimentation with this form of co-operative education is under way.

In the May, 1943, *Bulletin of the National Association of Secondary-School Principals*, Oscar Granger reported the results of a questionnaire study of work experience in forty-six Pennsylvania schools, showing that forty-three per cent of them had courses in distributive education, and that thirty-seven per cent then "allowed work outside the school to count as a course for which regular school credit is given and pupils are excused from attending school for part of the school day."

For guidance in the establishment of local school policy, information was requested in October, 1943, from the hundred largest cities concerning the school adjustments they were making to provide paid work experience for pupils at the opening of this school year. Sixty-six replies were received, and are summarized below.

Item 1. Which, if any, of the following adjustments are you now making to provide for some better combination of school and work experiences for high-school youth?

	%
Earlier opening hour of school.....	13
Establishment of Saturday classes.....	2
Opening of evening high-school classes (either new or as an increase in capacity); free, 15, fee 9.....	24
Scheduling of required subjects both morning and afternoon to ac- commodate students who work the first or second half-day.....	35
Setting up of classes outside the regular school buildings.....	6
Relaxation of graduation requirements (in individual cases).....	13
Allowing credit toward graduation for paid work experience.....	25

As would be expected, the most general school adaptation to the problem of harmonizing school attendance and paid work for pupils is through modified class schedules and flexible individual programs. Needs are further met by some relaxation of the usual graduation requirements, chiefly (and most significantly) by the arrangement to give credit toward graduation for school-approved work experience.

Within the usual over-all pattern of school operation, many ways have been found to supplement the pupils' educational opportunities; *e.g.*, by scheduling additional classes in the evening (24), in places outside regular schools (6), on Saturday (2), and by increasing the summer-school offerings. Apparently the schools regard the usual school organization as essentially sound, and place considerable emphasis on the need for safeguarding youth against undesirable influences.

Item 2. If you now expect any special provisions to become effective later this year, please indicate what they are most likely to be.

Only fifteen of the sixty-six replies indicated that further special provisions were under consideration to be put into effect later this year, and these provisions appear to follow the pattern of the changes already adopted. The only additional type of adjustment planned was early dismissal of students for work in retail stores during the Christmas rush.

Item 3. From which of the following sources would you say has come "most" of the pressure to make adjustments in your school program to provide for student part-time work?

Large-scale war industries	36
Other large-scale employers	28
Small-scale employers	27
Parents	9
Pupils	16
School leaders	4
Other	10
No Pressure	7

Two points are of special interest in the replies to this item.

First, the force effecting changes in school practices have been *complex*, shown by the fact that the fifty-nine school systems averaged 2.2 check marks apiece opposite items in the list.

Second, most of the pressure for pupil employment has come from large-scale employers and retail merchants' associations.

Item 4. In your schools, generally, how is most of the information about employment opportunities obtained?

By employers coming directly to the individual schools.....	26
By contacts made by employers with a special school agency or representative	42
By an active search initiated by school authorities	10
Any other method	19

Only four schools failed to reply definitely to this item. Most systems have set up or designated some central school agency to deal with the problems of pupil employment. Thirteen mention, in addition, working arrangements with the U. S. Employment Service. In seven cases, three or more check marks in this one item indicated unusual activity on the part of the schools in meeting the demands for pupil employment (Elizabeth, Erie, Indianapolis, Omaha, Philadelphia, St. Louis, and Wichita).

Item 5. Which of the following kinds of work experience have to date been actively sponsored by any of your schools?

	%
In-school non-paid work for <i>some</i> students.....	33
In-school non-paid work for <i>all</i> students	1
Volunteer service in individual community projects (Red Cross, Community Houses, etc.)	42
Non-paid school-community organized projects.....	15
Paid work in school	19
After-school, evening and week-end paid work—four-hour shifts in industry	40
Co-operative education projects (distributive education, etc.).....	48
Alternation of two students by half-days in a full-time paid job.....	13
Alternating periods of work and school (two weeks or more of each)	9
Alternating half-days for one week at a time.....	1
Half-day school and half- or full-day work in industry (Gary, Long Beach)	2
Excused two days per week for work in essential industry (Erie)....	1

While seventy-two per cent of the replying school systems report that they have sponsored co-operative education projects, other evidence in their replies indicates that the actual number of pupils concerned is relatively small. The great bulk of paid work by pupils is in the after-school, evening, and week-end category. Significant are the efforts of twenty-six systems (39 per cent) to alternate periods of work and study in such a way as to keep full-time positions filled.

Item 6. If you consider the work experience now provided in your schools inadequate, which type or types would you like to see expanded or established?

Twenty-one of the replies skipped this item entirely. Six answers proposed extension of non-paid work for pupils, (three—volunteer community work; two—more vocational courses; one—in-school non-paid work for all).

Of the forty answers dealing with paid work for pupils, eleven indicated that present opportunities were sufficient, nineteen would extend the co-operative education projects (but eleven of these would not limit the extension to distributive education), five suggest wider opportunities for work in four-hour shifts after school, three would like to work out some plan of alternation to keep full-time positions going, one mentioned the apprentice system, and one wrote "none."

Item 7. If your experience has shown some of the types of work to be definitely "unsatisfactory" for students, please give the reasons.

Most replies to this question indicated several reasons for unsatisfactory results from work experience. Answers can be grouped roughly as follows—no answer, 33; no reasons given, 5.

Long hours create fatigue and irritability.....	10
Late work hours undesirable for the immature.....	7
Pupils try to carry a full load at school and at work.....	5
Pupils too immature	1
Work surroundings bad	5
Youth exploited by employers.....	2
Tends to make school a side issue.....	5
Can't convince teachers of need for work.....	1
TOTAL	36

It is obvious that the greatest concern is felt for the health and general welfare of the pupils. There is some feeling that conditions surrounding certain jobs are definitely harmful; and an equal impression that school is being undesirably minimized.

Item 8. In your opinion, what will be the attitude of employers towards work-experience programs after the present emergency?

The grouping of answers as shown below indicates, on the whole, a quite hopeful attitude toward the prospect of pupil work experience after the war. Very likely all of the twenty-three who appear most hopeful would agree with the five who expressed the idea that the success of present relationships between schools and employers will be important in determining future policies.

No answer	13
Very favorable: excellent	12
Employers will be interested.....	6
Prospects being determined by experience now: schools that help now will be in a position to ask reciprocal aid from industry after the emergency	5
Can't predict: depends on labor market.....	12
May expand apprentice system.....	1
Employers will not be interested: very doubtful.....	15
Jobs will be needed by adults: employers will take back their former employees	2
TOTAL	66

Item 9. To the best of your knowledge what is the public attitude in your community towards a part-time school, part-time work program?

General public approval of the steps taken so far by the school is indicated in the following tabulation of answers to this item.

Very favorable	26
Favorable: co-operative, good, satisfactory	15
Necessary: lukewarm, indifferent, little interest, no information	11
Not necessary: unfavorable, need full time for school	6
No answer	8
TOTAL	66

SUMMARY

1. The most common means taken to permit outside work by pupils is the modification of school and individual programs, together with some adjustment of graduation requirements.
2. More than one-half of the school systems replying are allowing credit toward graduation for work experience.
3. Half the schools have established or expanded evening high-school facilities.
4. No further changes of a significantly different character are planned for this year.
5. The bulk of the pressure to yield part of the older pupils' time for paid work has come from large-scale war industries.
6. Nearly two-thirds of the schools have designated a special school agency or representative to deal with pupil employment.
7. Seventy-two per cent of the schools have sponsored co-operative education projects for at least a few students.
8. Most of the paid work is being done by pupils after school and on weekends.
9. No clear agreement exists as to the kind of expanded work experience which should be provided.
10. Schools have not obtained control of the combined study-work program of pupils to the point where they are convinced that the youths' best interests can be served by releasing them from much school time.
11. Some schools are learning to work with industry; over a third expect to be able to continue this co-operation after the war.
12. School administrators as a whole feel that the public is supporting them heartily in the steps taken to meet the labor needs.

NEWS NOTES

AUTOMOBILE SALESMAN—Students, teachers, counselors, librarians, parents, and others interested in postwar jobs will find helpful information in a six-page leaflet on *The Occupation of the Automobile Salesman*, by Clara A. Costello, published by Occupational Index, Inc. at New York University, New York 3, New York. Single copies cost 25 cents each, with order. This is one of a new series of leaflets describing opportunities in fields which are expected to expand when the war ends. Each one covers the nature of the work, abilities, and training required, earnings, and other information.

EDUCATIONAL CLINIC—The Eighth Annual Winfield Educational Clinic will be held October 5, 6, 7, 1944. A number of textbook companies are sending textbook authors to participate in the program. Strother Army Air Field of Winfield, Kansas, also co-operates. One of the features of the Clinic is a general exhibit of teaching materials, professional supplies, and professional magazines. More complete information about this outstanding clinic can be secured from Evan E. Evans, Superintendent of Schools, Winfield, Kansas.

Waste Paper Fights Beside Sub Heroes



(International News Photo)

When all the chips are in, America will know of the glorious record of our undersea fighters. It's a most hazardous and grueling kind of warfare. That's why Uncle Sam sees to it that life in a submarine is made as pleasant as possible. Photo shows paper-packed food supplies being loaded aboard a sub about to depart for enemy waters. How about it! Are you going to do your share to see that our boys have adequate food, medical supplies, ammunition and other important needs? Let your conscience supply the answer. Waste paper is needed urgently to speed victory!

NEWS NOTES

AIR-AGE PICTURE CHARTS—The American Airlines, Inc. 100 East 42nd Street, New York 17, New York, have developed an easy way to increase the pupils knowledge of air transportation. It is especially designed for use in the junior and senior high schools. These large air-age charts (33 in. x 22 in.) each illustrated in three colors and packed with information about a definite phase of education, cost 10 cents each when bought separately. When all six charts are bought at one time, they are priced at 50 cents for the six. These charts are in a sense an abbreviated, complete aviation course in themselves. They deal with the air ocean, meteorology, airplane and aerodynamics, airline operations, air communications, and air navigation. These charts are interesting, informative and will have real appeal to high-school students interested in a future in aviation. A four-page booklet of necessary additional information is now being prepared by the company.

New Horizons in Administration

C A R L C. B Y E R S

Superintendent of Schools, Parma, Ohio

THE BEGINNING of a new school year is always a good time for introspection and self-appraisal. The very fact that we are human beings means that the process of self-examination cannot fail to be beneficial and to suggest to us ways of doing better the things that we are likely to do anyway as we approach various situations and problems.

ESPRIT DE CORPS

The excerpts and comments which follow are the results of reading an article written by Stuart Chase and printed in the September, 1943, issue of *The Reader's Digest*. Through the Training Within Industry program of the War Manpower Commission, the bosses and foremen are learning the essential art of getting along with the men under them. Hats off to American industry for approaching this all-important problem with the realization that the way to get maximum co-operation and output from a group of workers is not to drive them but to understand them as human beings, to make them feel that they "belonged."

If this program is good for industry, then it is good for education. Therefore, with this promise in mind, I am taking the opportunity to pass these statements along to you as something to "chew on," so to speak, as we subject our administrative and supervisory procedures to self-evaluation and self-analysis. I have always worked under the assumption that the best type of evaluation is self-evaluation through the medium of self-analysis. Self-analysis can serve to call your attention to points of strength in administrative procedures as well as to point out elements of weakness which we will want to take steps to improve.

To quote Stuart Chase, "Between a leader and any of his followers runs a line of human relations. Think of it as a kind of telephone wire. When the line is straight and clear, you and the boss understand each other, relations are good. If the line breaks, human relations cease and there is complete non-co-operation."

In school work as well as in industry, we must avoid what might be called the Prussian school of management attitude—"You-do-it-the-way-I-tell-you-and-never-mind-why-and-no-back-talk." The textbook in the Job Relations Training program is a little blue card. On the one side are the principles for keeping the line clear:

"Foundations for Good Relations

1. Let each worker know how he is getting along.
2. Give credit when due.
3. Tell people in advance about changes that will affect them.
4. Make best use of each person's ability.
5. People must be treated as individuals."

On the other side of the card is the procedure to follow in any given problem.

"How to Handle a Problem

1. Get the facts. Be sure you have the whole story.
2. Weigh and decide. Don't jump at conclusions.
3. Take action. Don't pass the buck.
4. Check the results. Watch for changes in attitudes and relationships. Did your action help?"

THE ROLE OF THE PRINCIPLE

The building principal assumes an important and essential role in a smooth-working school program. He is the connecting link between the teaching staff and the school and also between the home and the school. As a leader, it is his job to keep the line of human relations clear. He will often be confronted with aggravating and difficult problems from teachers, parents, and pupils, but it is part of his job to (1) listen willingly to the problem, (2) express a co-operative attitude toward it, and then (3) approach a mutual solution that will clear away any misunderstandings. In this way he is doing his part to create within his building staff and among the parents of the community an "esprit de corps" which will make the school a happy place in which to work and which will give the parents a feeling of pride and confidence in their schools. A cheery good morning, a friendly smile, and a "be yourself" attitude will often provide the spark that makes the difference between dealing with a teacher or a parent that is disgruntled or one that is co-operative and open to suggestions. A sense of humor plus common sense is always an asset to anyone in a position of leadership. It must be kept in mind at all times that a school is a place where we must both teach and practice democracy as a way of life.

In a sense, the building principal is a "good-will ambassador" for the school. Oftentimes the attitude that a parent assumes toward the school is based upon the kind of a reception he receives from the principal, either at the school office or over the telephone. The job of the principal is to establish desirable and friendly relations between the home and the school. He is to invite co-operation rather than create antagonism. He must be firm and insistent, but at the same time sympathetic and kind toward any problem that may come to his attention.

As has so often been said "As is the principal, so is the school." Elwood P. Cubberly has expressed his faith in the position with the statement that "upon the educational insight, largeness of vision, good nature, ability in administration, discretion, tact, personal loyalty, and frankness of the principal, the success or failure of the policies involved for the conduct of school system in large part depends."

A FORWARD-LOOKING SCHOOL

The Principal

In the forward-looking school today the administration is the servant rather than the master. The office of the principal presents an atmosphere of

democratic procedures and the administration of the educational program will be considered as a mutual responsibility of principal and teachers.

It has often been said that a person finds time in this world for those things he wants to do. The principal in the forward-looking school is not a "schoolhouse isolationist"—he is a member of the whole community and finds time to participate actively in activities that promote wholesome school-community relationships. Parents quickly distinguish between mere form and true substance in these matters. It is professionally embarrassing to overhear questions asked by parents such as "Where is our principal tonight?" "Why aren't more teachers present?" "We seem to get little co-operation when we talk about our program," or to have parents reply when asked if they've talked to the principal relative to a problem, "It's no use—we don't feel that we are wanted." How can we ever hope to sell the educational program to the community if parents gain this impression? As administrators, we cannot evade our individual responsibility for keeping professionally alert and taking a vital interest in a school program that is child-entered and community-minded.

The principal must be much more than a "glorified office boy"—he is in a position of strategic leadership and the opportunity which he has to exert influence positively and immediately on both educational and community attitudes is *ad infinitum* because of such close contacts with and direct influence upon so many pupils, teachers, and parents.

The Teacher

The teacher will assume a whole-school point-of-view rather than a narrow "classroom only" outlook. Democratic administration presupposes the willingness and desire of all members of the teaching staff to share the responsibilities called for in democratic procedures. Creative teaching projects will be encouraged and the teaching staff as a whole will uphold professional standards to the degree that individual teachers will launch worthy enterprises on their own initiative and interest without fear of being frowned upon or criticized by an unprofessionally minded colleague.

The present sorry plight of teachers in many localities of the United States has been due to the failure to uphold professional standards. Unless we can awaken a professional consciousness and enthusiasm on the part of the fellowmembers of our profession there is little hope that the profession will ever receive the rightful recognition that it deserves from its constituency, the parents and interested citizens of every community. We can never hope to raise standards if "arrive at the last minute" and "make-a-get-a-way-as-soon-as-possible" attitudes exist. There are too many "clock-watcher" and "time and a half" attitudes in the world today. If we are desirous of improving teaching conditions and standards in the postwar educational program we must get rid of the philosophy of minimum performance and interest.

Each teacher is employed for maximum service to his school and community and always with the expectation of unusual service.

PROFESSIONAL ATTITUDE AND ENTHUSIASM

If we, as administrators and teachers, do not assume the responsibility for the betterment of the profession, then who can be expected to do it for us? The very least that we can do is to support our own cause and our own profession. The professional *attitude and enthusiasm* of each individual is of major importance as we study our own situations and promote long-range programs of improvement.

The following quotation aptly expresses the kind of wholesome administrator-teacher-pupil relationship that should exist in every school in America and it is hoped that parents feel that this is the type of school which their children attend:

The thing of most value and joy that takes place here is the flow of human interest. It is the spirit of our school to be human in all its activities and not a soulless mechanism. The student body is composed of human beings; a human being is in each room, as teacher; in the boiler room, as fireman; in the janitor's shop, as caretaker; and in the administrative offices as directors; All have their interests, likes and dislikes, ambitions, dreams, and disappointments. Whatever regulations there are were made for the purpose of protecting the interests and welfare of all. The rule that perhaps would best include all of them is the Golden Rule.

NEWS NOTE

USING THE CASE CONFERENCE AS AN ADVISING TECHNIQUE—The case conference is an administrative device available to any adviser who is in need of the joint thinking and co-operation of other faculty members in his work with one of his advisees. The number of faculty members working directly with any given student is likely to range from five to ten. The purpose of such a conference is the pooling of all available, pertinent information in order that insight into the problem at hand may be gained and a suitable course of action planned. The procedure of these meetings usually follows a simple pattern:

The first step is a statement of the pending problem, which may vary from academic difficulties resulting from not "buckling down" to work to complicated personality problems which may have resulted in both citizenship and academic difficulties.

The second step is an exploration of the student's pre-college history, home life, relation to family, health, and previous school record, social as well as academic. Valuable because of its bearing upon behavior and personality patterns.

The third step includes statements of the student's progress and status and a review of corrective measures already taken. This material, to which contributions are made by all who are present, often arranges itself into a pretty clear and consistent pattern of interests, abilities, and behavior.

The fourth step is a discussion of the materials presented in steps two and three to be used as a basis for recommendations.

The fifth step is the mapping of a joint plan of action in the form of recommendations. This plan may sometimes involve no change in the methods that have already been in use in working with the student. At other times, it involves rather drastic changes in course schedule, conditions of residence and study, or clinical procedure.—*Better Teaching*.

The Principal Looks at Teacher Morale

EARL B. WHITCRAFT

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NEXT TO the understanding and development of the pupil in school, the teacher-teacher relationship and the teacher-administrator relationship comes second only in importance; for if the morale of the teacher is low then the morale consequently of the school is influenced and its sole purpose becomes distorted. It is with this in mind that a school system must consider the general attitude of its teachers toward all phases of the school life. Sometimes pupils are not to blame for the morale of the school but rather the fault falls upon the lack of organization, the misunderstanding, or the mistrust among the school staff itself. There can be no hope for a school which permits the morale of its staff to affect the well-being of the pupils within its sphere of guidance.

As we all know, there is need for the proper kind of morale among the staff of any institution. Sometimes this is formulated and maintained by the members themselves, while other times it originates with the educational leader who is foresighted enough to realize the importance of co-operative and wholesome relationships. A spirited administrator will be cognizant of his position as co-ordinator and will make for the best conditions under which a staff is to progress.

Of course, the leader must see the panorama of influences necessary in co-ordinating the collective efforts of a staff. Accordingly, he must see and deal with the causes and effects of staff member's actions. Each member must be seen in the light of his entire personality, realizing the forces, both good and bad, that enters the individual through the home, church, and community. A closer knowledge and recognition of these facts will tend to aid the administrator in his interpretation of his teachers' actions and thoughts. He must therefore view his entire staff with sincere interest before beginning to formulate group-morale plans.

Seldom does a new administrator have the opportunity to select a new staff. Usually a new group is selected to supplement an already preselected and many times a deeply embedded membership. Therefore, it is wise to be even more careful in the selection of new personnel. In many instances, if the new members are carefully chosen, their personalities and experiences can, if properly utilized, bring new life and light to the tentured members. Such a condition, if not diplomatically and scrupulously considered, can bring dismay, rather than harmony. Each step must be wisely taken if a good beginning toward co-operativeness is to be promoted.

As has been intimated, the staff must be considered in its entirety in the formulation of morale *agendum*. Each is important in his specific position—the janitor, the matrons, the nurse, the special teacher, the visiting teacher, the

physician, the substitute, and any other person or persons whose influence encircles the development of the pupil while in school.

BUILDING MORALE

With a clear analysis of the staff in mind, plans are laid to build morale. The following procedures and practices are steps which can lead toward the attitude so desired. In consideration of these practices a composite view must be taken, for each is a constituent part of the integral.

Above all, the staff must feel free to contact the administrator, be he a superintendent, a supervising principal, or a principal, at all times without fear or timidity. The leader must create this attitude through his amenity, approachability, and common sense. The staff must have faith and confidence in the program sponsored and begun by the principal. Aloftness on the part of any administrator will break down the essential rapport needed in building friendly, co-operative relations. Staff members will develop confidential attitudes and familiarity with respect and engendered by the principal.

Many schoolmen have employed a so-called "open door policy" in their earnestness to establish this state of cordial relationships. However, this policy will not work, if the individual past this open door does not command the respect and confidence of his employees. This oftentimes happens.

Most teachers want a principal to be alert to their needs and quick to act when conditions demand response and alterations. They desire to have the school in which they are employed well organized and smoothly guided. They wish to be informed as to what is being accomplished, changed, and planned, especially when they can be of aid. They expect their educational leader to be firm but just in making decisions. Teachers wish to receive constructive criticism at all times and be guided progressively in bettering themselves.

When supervisory activities are considered, a clear understanding should be had as to the purpose of observations. All supervisory activities on the part of the supervisor should be done in a spirit of friendliness and co-operation. His visits to any classroom should not be heralded by any introduction or other formality. The class should continue as usual. Teachers should not feel embarrassed or ill at ease at the administrator's visit. Again, if the proper attitude is established beforehand, no uneasiness will be felt. The principal should become unobtrusively a part of the classroom procedure, even enter into class activities, if feasible and timely. There is no need for the observer to take notes, for the very appearance of a form, pencil, and paper is evidence that some check is being made on the observed. A good supervisor can analyze the situation mentally and needs no "white papers" to remind him of what he has observed.

Conferences which should certainly follow all observations should be continued on a friendly, helpful, and co-operative basis. Teachers wish sincerity and frankness above everything else in conferences. They wish to be made at

ease while discussing observations and problems. All teachers wish to know where they stand and want suggestions for adjustments and improvements. They want to leave the conference satisfied, in a good state of mind, and challenged to do even a better job than heretofore done.

Faculty meetings should be arranged by teachers themselves; even to the setting of the time, date, and place. At the initial meeting, the year's program should be arranged with topics suggested by the teachers and supplemented by ideas of the principal. These programs should be planned and conducted by various members of the staff yet made flexible enough to treat topics needing immediate attention as the year progresses.

Usually faculty meetings are held after school hours. A good scheme employed by some schools is to have light refreshments served before the meeting begins. The responsibility for these refreshments may be assumed by the principal or it may be arranged by individual staff members. When possible, a meeting may be arranged in the evening as a social affair with business conducted in between other affairs.

The faculty meeting should be a clearing house for questions and policies pertaining to all phases of school life. When the system is small, a true democratic procedure may be followed to advantage in the discussion and formulation of plans. Whereas, when a group is large and sectional meetings are held, a representative should be elected to represent each group at a policy committee meeting which should be fostered and guided by the administrator. There is unlimited value in teacher's meetings if they are wisely conducted. It is for the administrator to use these meetings as a workshop in the clearance of policies and program. He must keep in mind, however, that each meeting is a faculty meeting and not an administrator's meeting.

Much can be done with teacher planning at group meetings. Teachers can learn to know one another better and be tolerant of one another's views. Courses of study, assemblies, community relationships, teacher assignments, inter-visitation of teachers, testing, importance of record keeping, promotions, discipline cases, pupil progress, report cards, child health and welfare, school improvements, board of education policies, and many other such topics should be the basis for well designed programs for teachers to discuss collectively. The same helpful, co-operative spirit of the staff toward one another should permeate each gathering.

PREPARE A TEACHER'S HANDBOOK

Nothing upsets a teacher more than not knowing what the various rules and regulations are in her school. She wants to know what her responsibilities are at all times. She wishes to be well informed. Therefore, each principal should formulate the general regulations and, if possible, print them to be posted or, better yet, collect them to be placed in a *Teacher's Handbook*. This handbook should be distributed at the beginning of the year or when a

new staff member is added. A good manual will include the following topics with explanation of each.

1. A list of all staff members
2. A calendar of holidays and special events
3. Supervision—its purpose
4. Punctuality of teachers and pupils
5. The responsibility of a teacher
6. Professional reading
7. Registers and records
8. Discipline cases
9. Supplies
10. Repairs and replacements
11. Records of pupils—report cards
12. Health factors
13. Fire drills
14. Schedules of bells—activities
15. Miscellaneous items

Each staff member should report to a central location to read notices and publications for the day. This is the clearing house for data concerning special events and programs. It is wise to provide at this place, be it the office or teacher's room, mail boxes for each member. Again the essential personal touch is considered and employed.

Whenever possible, teachers should be provided with free time for extra work and plans. No definite procedure may be adhered to, here. However, the principal must see this need and provide for this time in the planning and scheduling of teacher loads.

A TEACHER'S WORKROOM

There should be restful, cozy rooms provided in each school to be utilized by teachers in their free moments. This spot should be located off from the general school space proper where complete relaxation may be had, if needed. Such a room, if possible, should be planned, decorated, and arranged by those who will use its facilities.

Magazines, books, and pamphlets may be made available in this room. Good professional literature will be put to better use in such a room than if it is closeted in the principal's office. Here may be held informal meetings, conferences, and parent contacts; for the informality of true democratic procedures should be felt and lived in a comfortably designed teacher's room.

There are many factors which are too intricate to explain thoroughly in the propagation of morale among teachers and staff. It, however, simmers down to one important factor—the importance of the principal in this common sense dealings with each teacher at all times. If the leader is interested, then no matter how difficult the position may be, progress will be made.

Is teacher morale necessary? Yes, it is more important than in any other form of endeavor, for it controls and affects the behavior and attitude of the developing pupil and his personality.

The Dilemma of Vocational Training in the Small High School

PAUL J. GELINAS

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VOCATIONAL TRAINING, in its broad sense, will be demanded as part of the training of all boys and girls in our secondary schools in the very near future. The war and its many problems and demands have accelerated a tendency which has been evident for years in the thinking of the majority of educational leaders. Problems of Federal influence or control, lack of funds, and the vested interests of an entrenched purely academic attitude have done much to retard the widespread introduction of vocational training for our youngsters. The war has opened the flood-gates of revolutionary trends in the development of vocational skills. We find the Federal government paying all expenses of thousands of schools, including full payment for equipment, personnel, and operation. Millions are now being spent for vocational education where thousands were spent before. The United States is paying heavily for the neglect of education to supply a type of training which would be pragmatic to the extent that it would enable this nation to defend itself against an enemy whose vision had been wise enough to realize the importance of making its youth vocationally competent.

From 25 to 30 million people are employed in war industries. We are told that 63 out of every 100 men in the Armed Forces are engaged in tasks requiring specialized skills and training. This combined total implies that from 32 to 40 million people prior to coming to the armistice will be engaged in manufacturing and mechanical industries. The pressure for vocational education in the secondary schools will be very strong not only for re-training of war workers, but also to equip approximately one million youth each year to take their place in the plants converted to peacetime production.

Various educational authorities and industrial leaders claim that the coming problems will not be so concerned with unemployment as they will be with re-adaptation. Our peacetime stock of supply will be nearly exhausted, most of Europe and Asia will have to be fed, clothed, and housed. Vast areas will demand industrialization; machinery will have to be supplied by American industries. Thousands and thousands of our technically trained men will be required to supervise and train workers of foreign land for rebuilding industries that will have been nearly totally destroyed by the ravages of war.

The present trend in providing vocational training for our secondary-school youths is here to stay for many years. There will be less stress in the academic fields for purely cultural development. Psychologists who have claimed that academic training linked with vocational education lends added

meaning and incentive to cultural studies will now be heard. The exponent of twelve years of purely academic training for all boys and girls today finds himself in a whirlpool of destruction, fire, and the hell of possible world chaos. If lack of perspective prevents him from yielding some months for vocational training, we might ask him with due respect for scholarship whether French verbs will rebuild Rotterdam.

Assuming that the trend toward vocational education will continue to move onward, what is the small high school to do to meet the demands of this trend? There are approximately 50 per cent of the secondary schools of this country with an enrollment of less than 200 pupils. These schools cannot afford trained vocational instructors; they have no money for equipment. Some small high schools have met the main requirements of a good vocational program without any specialized equipment or trained instructors. In fact many of the small high schools that have attempted part-time co-operative education have done a better job of vocational training than many schools possessing great stores of equipment and so-called trained personnel.

UTILIZING COMMUNITY RESOURCES FOR WORK EXPERIENCE

The chief value of vocational education is that it helps to bridge the gap between the school and industry with as little friction as possible. The main objective of a good vocational program should be to help the student to adjust himself gradually in his passage from the more or less artificial environment of the school to the practical world of industry. One should note the fact that two-thirds of the jobs in industry demand of workers nothing beyond graduation from an elementary school for successful performance. Specific trade training, while valuable, is not so necessary as the other objectives of vocational training such as vocational competence including certain attitudes and habits as courtesy, tact, and other desirable qualities which make for success on the job. These qualities are best developed in the very environment where they will be required. A successful vocational program, in addition to providing work experience, should contain vocational guidance and placement service. From the above list of requirements and objectives, it will be readily understood that specialized equipment and personnel, while helpful, is not absolutely essential. In fact, the average small community contains a laboratory of equipment in its active industries, business houses, and occupations to supply more practice machinery than the school can possibly utilize in its entirety.

The thesis of this article is that the average small high school without facilities for developing specific vocational skills can meet and achieve the main objectives of a good vocational training program through part-time co-operative education. While many small schools have done a miserable job of vocational training, it is the contention of some authorities that such failures have occurred because the small school sought to copy the program of the

large vocational school without realizing that the objective of a well-equipped large school should be somewhat different from those of the small school with limited funds and untrained personnel. The large school can train for specific skills; the small school cannot. But the objectives of a good vocational program are concerned with many factors not directly inherent in the development of specific skills. It is in these areas that the small school must work if it is to be effective in its vocational training.

In a small community of about 1500 people, Shelburne Academy, of Shelburne, Nova Scotia, accommodating approximately 400 students, a co-operative part-time education plan was inaugurated to meet the criticism of realistic parents who claimed that it was unfair to educate all youngsters for college when only a small minority attended a higher institution. On the other hand, the superintendent was faced with the traditional outlook of many people that the secondary school has no other function than to prepare students for white-collar jobs. Nova Scotia has a series of school-leaving examinations which must be taken by all students at the end of their eleventh and twelfth years. These could not be eliminated without losing the Provincial financial grant which helps support the schools. Even the textbooks are specified for the respective courses and the curriculum in Nova Scotia is determined as to contents by the central Provincial Education Office. The whole set-up seemed water-tight without much possibilities of vocational training experimentation. Nevertheless, a plan was worked out which promises to solve some of the vocational training problems of this area.

The preliminary work before introducing the so-called "School-Industry Contact Scheme" included a thorough publicity program which comprised newspaper articles, personal contact, public addresses before interested groups, and assemblies in which men and women of various occupational activities and professions explained the requirements of their respective fields. The daily schedule was then changed to speed up all courses preparing for college entrance examinations so that the academic program could be completed six weeks before the end of the school-year. During those last six weeks, a hasty review was conducted to enable students to pass college entrance examination, and the rest of the time was devoted to work experience and related studies.

The scheme was also a means of evaluating the student's ability to adapt himself to new conditions outside the school. This transition from the school to the job is a radical change. During this period, the student needs help and guidance. He needs the sympathetic advice of teachers and friends.

DEVELOPING A CO-OPERATIVE PLAN

A survey was made of the town's occupations by the classes in social studies. The adviser furnished information and facts, but he urged the student to make his own choice as to the type of work in which he wished to engage.

It was the policy to let the student find out his limitations as well as his capabilities in this exploratory employment.

All employers were very co-operative as a result of the previous publicity. Students were paid for their services. Electricians, town stores, offices, banks, machine shops, lawyers, doctors, and others agreed to take as a part-time apprentice a boy or girl. The review classes dealing with academic subjects were rushed through as quickly as possible and the rest of the morning was used to study subjects directly linked with the jobs of the students. The afternoons and Saturdays were spent on the job.

Each pupil prepared a daily report on his work, describing what he, or she, had done, what he had learned, and what he should like to learn about his job. At the end of the week, these daily reports were compiled into a comprehensive form to train the student in expression and organization of facts. This exercise was correlated with training in writing simple, correct English, business correspondence, writing letters of application for a position, preparation of a portfolio of qualifications. Some students felt the need and interest to learn specific facts and practices of their particular job, and asked for advice as to correspondence courses. His adviser helped him to pick his school and then guided him with the lessons.

The employers were visited at least once a week. They reported on the student-worker's progress, and suggested how improvements could be made in services rendered. These instructions were passed on to the students, and formed the basis of general study in the assembly period.

While the program was introduced primarily as a means of developing the personality and adaptability of the student, its vocational implications were somewhat startling in that all students in the experimentation were successful not only in passing their college entrance examination, but also successful in retaining on a full-time basis the jobs which they had obtained during their part-time co-operative education program. Employers reported that these youngsters adapted themselves to their jobs without the usual period of confusion and uncertainty when high-school graduates are initiated to the new world of industry and business.

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Washington, D. C.

The Texas Study of Secondary Education

J. G. UMSTATTD

Co-ordinator, Texas Study of Secondary Education, University of Texas, Austin

ORIGIN

THE TEXAS Study of Secondary Education originated at the Thanksgiving meeting of the Texas Association of Secondary-School Principals in 1940 when that Association approved a preliminary investigation of the relationship between the secondary schools and the colleges in Texas. The study became officially organized in June, 1942, after the preliminary investigation had shown need for a long-time study of various problems of secondary education in Texas. Other activities which contributed to the launching of the Study were the formal and informal uses of the *Evaluative Criteria* in some 300 Texas high schools prior to 1942, and the Texas State Curriculum Revision Program which was begun in 1933 as a co-operative enterprise by the Texas State Department of Education and the Commission on the Curriculum of the Texas State Teachers Association.

The organization meeting for the Texas Study of Secondary Education was planned by the Association of Secondary-School Principals and was held in Dallas on June 28, 1942. The Principals' Association had invited the Texas Association of Collegiate Registrars and the Association of Texas Colleges to act as co-sponsors of the Study and to send representatives to the meeting. From the outset, the State Department of Education had given cordial support to the enterprise through Dr. J. W. O'Banion, Director of Supervision. The meeting was attended by President John T. Rountree of the Principals' Association; President S. W. Hutton of the Registrars' Association; Dean Colby Hall and Roy Boger of the Association of Texas Colleges; J. W. O'Banion of the State Department of Education; J. G. Umstattd, who acted as consultant; and Thelma A. Bollman, who had conducted the preliminary investigation.

Several hours were devoted to a discussion of such problems as curriculums for the students who will not go to college, ways of improving guidance service, the advantages and disadvantages of a strict pattern of college entrance subjects, and probable future trends in secondary schools; and to laying plans for the first year of the Study.

BASIC PRINCIPLE AND PURPOSE

A fundamental principle which was adopted at the Dallas meeting was that no one philosophy of education would be imposed upon the member schools by the organization and that each school would be permitted to develop its own plan of self-improvement in accordance with its own purposes. Thus the underlying purpose of the Study was to afford the member schools the opportunity to work together toward the solution of their respective problems as they sought to serve the needs of their youth and their communities.

It was realized that although many of the problems would be common to all member schools, many would be unique to individual schools, and even the common problems might have different solutions in different situations. In short, no set pattern of problems or procedures was to be imposed upon any school, but instead each school was to be left free to work upon its own problems with whatever assistance it might choose to request from the outside. Early in the deliberations of the Study the secondary purpose of providing a channel for the interchange of ideas gradually developed. A small pamphlet, *Newsletter*, will attempt to carry out this purpose and will be distributed to all member schools and to any other schools that wish to be placed on the mailing list.¹ Another method of interchanging ideas now being followed by various members schools is for any given member school to write to other member schools for information as to procedures used to solve certain specific problems.

ADMINISTRATION

The plan of organization set up at the Dallas meeting consisted of two main committees—an Advisory Committee and a Work Committee. The Advisory Committee consists of thirty-four members, equally representative of the colleges and secondary schools and is appointed by their respective associations. The original Work Committee was to consist of eight members, two from each of the three co-operating associations, one from the State Department of Education, and a co-ordinator. During the fall of 1943 the Work Committee was enlarged to include two members from the Texas Association of School Administrators and one member from the Hogg Foundation, after these two organizations had accepted the invitation of the Work Committee to act as co-sponsors. The college members of the Advisory Committee were appointed by President C. A. Puckett of the Association of Texas Colleges in co-operation with Dean T. D. Brooks of the Agricultural and Mechanical College, Chairman of the Administrative Committee of the Commission on Co-ordination of that Association. The secondary-school members were appointed by President John T. Rowntree of the Principals' Association with the assistance of various members of that Association. In practice it has been found advisable to have the current president of the Principals' Association to act as an additional member of the Work Committee.

Plans were also laid for the president of the Principals' Association in co-operation with his associates to send invitations to schools to become members. The following criteria were to be observed in selecting schools to be invited the first year: Membership in the Southern Association; adequacy of instructional facilities; previous use of *Evaluative Criteria*; approval by the local Board of Education; evidence of interest in the school and in the community for the improvement of the present educational offering; relative per-

¹Requests may be sent to: Co-ordinator, Texas Study of Secondary Education, 217 Sutton Hall, University of Texas, Austin 12.

manency of the staff; interest of the staff in improving the school; understanding and support of the undertaking by the community; and the submission by the school of a plan for its own improvement. It was recognized that not all of these standards were entirely valid because some of them kept out of the Study some schools which could profit most from the Study. Consequently, not all of the criteria were followed in selecting the schools the second year.

Various details of launching the study were delegated to the co-ordinator, such as informing member schools about the Study and assisting during the first year if requested to do so, corresponding with members of the two committees about problems that might arise during the first year or two, making arrangements for meetings of the two committees after meetings had been approved through correspondence, answering inquiries about the Study, preparing suitable publicity materials for *The Texas Outlook* in co-operation with others, otherwise promoting the interests of the Study, and if possible securing funds. Subsequently, a grant of \$75.00 was made by The University of Texas Research Institute upon request of the co-ordinator to pay for mimeographing, stenographic assistance, and postage for the first year.

MEMBER SCHOOLS

It was agreed that the number of high schools in the Study the first year would be limited to three but this number was extended to five during the October, 1942, meeting of the Work Committee. The progress of the Study during the first year was reported May, 1943, in *Bulletin I*, "The First Year of the Study," a copy of which is available upon request from the co-ordinator.

During the February 13, 1943, meeting of the Advisory and Work Committees it was agreed that the number of schools for the ensuing year would be increased to thirty, that the senior colleges of the state would be invited to co-operate by supplying consultation services to the member schools, and that a grant of \$5,000 would be requested of the General Education Board to help defray the expenses of the Study for 1943-44. The request was to include money for conferences, travel expenses of consultants, printing, secretarial services, postage, and a limited amount of materials.

PROBLEMS PURSUED BY THE MEMBER SCHOOLS

The problems pursued by the member schools the first year are discussed in *Bulletin I* referred to above. Some of those being pursued by member schools during 1943-44 are listed below. A discussion of the procedure for the solutions of these problems will be treated in *Newsletter No. 2*.

Guidance in the Secondary School

- The improvement of guidance facilities
- The development of an adequate testing program
- Mental health in the schools
- The social development of the child and youth

The Evaluative Criteria

The use of *The Evaluative Criteria*

The evaluation of outcomes of various types

Wartime Curriculum and Instructional Adjustments

Meeting the normal and wartime needs of youth

Making postwar problems meaningful to students

Adjustment of Offering to Individual Differences

Enrichment for the above average

Drill for the "below average" in the tool subjects

Helping the slow learner find his place in society

The Pupil Activity Program

The improvement of the home-room program

The development of an adequate student council

Pupil-Teacher Relationships

Schools and absenteeism

Schools and delinquency

Closer teacher-pupil relationships

General Program for the Improvement of Curriculum and Instruction

The improvement of instruction

The revision of courses of study

Problems of Latin-American children

Improving our Negro schools

An adequate physical education program

The development of better learning of factual information and the development of mental abilities beyond memorization

The place of science and mathematics

The place of the humanities in general education

The high-school's contribution to the democratic way of life

How to give the best preparation for college

How best to care for the 80 per cent who never enter college

Terminal education for the non-college-going student

How to facilitate co-operation between high school and college

Articulation of school units

Interpretation of the school to the public

CONSULTATION SERVICES OF CO-OPERATING COLLEGES

During the summer of 1943 a letter was sent the president of each of the senior colleges of Texas inviting him to co-operate by providing consultation services. Each president was invited to supply an amount of service equal to one-fifth of one typical college instructor's load. To date, 22 colleges have agreed to co-operate.

In addition to the consultation services of co-operating colleges, the Texas State Department of Health has offered the services of fifteen consult-

ants in the field of health and health education from its Division of Educational Services.

The member schools have listed the consultants they would like to invite to their schools from near-by colleges and the colleges have listed potential consultants. The combined lists have been forwarded to member schools near the various colleges. Both the high schools and the colleges used the outline of problems presented above in listing desired or potential consultants. Some colleges have listed as many as twenty-five potential consultants while others have listed fewer. The procedure that is being followed is for the member high school to write to the consultant and arrange the schedules for visitation.

This practice gives liberal arts, education, and other faculty members the opportunity to study at first hand the problems facing the junior and senior high schools and to help solve the mutual problems of high school and college in a co-operative manner. The technique that is being followed is that of individual and small-group conference on specific problems rather than speech making, although occasional addresses are given.

FINANCES

On October 23, 1943, the General Education Board of the Rockefeller Foundation granted the Study \$3,000 for 1943-44 and \$2,000 for 1944-45. This money is being used for three main purposes: conferences; travel and subsistence of consultants; and maintenance, equipment, and printing.

Two additional agencies not mentioned above became sponsors of the Study during the fall of 1943 at the invitation of the Work Committee the Southern Association Executive Committee for Texas and the Division of Educational Services of the State Department of Health. The Southern Association Committee in accepting the invitation to act as co-sponsor appropriated \$200 to the Study to cover some of the expense of secretarial services and postage. Dr. D. B. Harmon, Educational Co-ordinator of the Division of Educational Services of the Texas State Department of Health has made available at the expense of his Division the services of the fifteen consultants referred to above.

POSSIBLE FUTURE DEVELOPMENTS

From the foregoing discussion it is clear that the Study is still in its infancy. In the future the number of member schools will be increased, the problems being attacked will change as the study emerges into postwar conditions, and in all probability new services to the member schools will be added.

It should be stated that while nothing in the least spectacular is being attempted in this Study, it is hoped that through its co-operative procedures the member schools and the co-operating colleges may receive certain benefits and that they will share the benefits with other schools which may or may not enter into the Study in the future.

Speech Education in the Secondary School

J. HOWARD KRAMER

Superintendent of Schools, Spearfish, South Dakota

IT IS GENERALLY accepted that the main purpose of public education is to enable students to do better those worth-while things they are doing anyway. This point of view is based on the belief that school is life and that as such education which helps the student to participate effectively in what he is now doing is the best education for what he will do when his school days are at an end. On this basis, one way to determine the activities which should make up the curriculum is to study the activities in which the student takes part in his life, both in and out of school.

The first step in a series of studies designed to discover the activities which should be included in the speech education program for a six-year high school was to submit a comprehensive list of speech activities to 897 students enrolled in four high schools. Sixty-six teachers who co-operated in the study were given thorough training in administering the check lists before the studies were begun and the students were acquainted with what was wanted and why they were asked to report each day the speech activities in which they had taken part the day before. The checking procedure was followed for five days in each of three high schools and for twenty days in one high school. The main part of the first study was carried out during the first months of the second semester of the last school year. In September of the following school year a check was made of a sampling of 122 students, some in each of the six high-school grades, to determine whether season of the year made any significant difference in their speech activities.

The results of the study of speech activities clearly showed that the common and frequent speech activities of secondary-school students are the same regardless of school or grade placement and that season of the year has no important effect. They also showed that students took part most frequently in several types of conversational speech activities, asking for things, making requests, informal argumentation, giving prayers, using the telephone, telling about experiences, and explaining things. They rarely engaged in declamations, debates, radio talks, and speeches for special occasions.

NEED FOR REAPPRAISAL

One conclusion apparent from the study is that we need to reappraise our speech education programs if the primary purpose of education is to enable students to do better the things they are attempting to do. The kinds of speech activities probably emphasized in the programs of many secondary schools are those in which most students are not engaging and are not likely to engage. Some writers of speech textbooks have already guessed the truth and much of the newer materials show evidence of a recognition of this fact.

When the speech activities in which high-school students take part most frequently were known, the question then arose as to what the four high schools were doing to prepare boys and girls to take part in these activities. Of the sixty-six unselected teachers interviewed only a third were making any conscious effort to improve the speech habits of the students who came under their supervision. It was expected that the bulk of instruction in speech would be found in English and speech classes and this was proved to be so. However, these classes did not have a monopoly on speech education since teachers of mathematics, home training, commerce, science, distributive education, and social studies were doing what they could to improve the speech participation of the students in their classes. From these findings, it would seem that teachers of English and speech need not have a monopoly on speech education and that the teacher of almost any subject can make an important contribution to the speech improvement of the students under his supervision if he is alive to the speech needs of secondary-school students and has an adequate concept of the necessary and desirable speech habits of everyday living.

It was also discovered that a limited variety of materials and methods seem to be used almost exclusively in the classroom activity. Textbooks and other books, magazines and newspapers constituted most of the materials used. Drill, dramatization, and reading were the most frequent activities. Perhaps better results could be secured by using other known methods and materials and experimenting to discover new ones. The use of a little imagination might have real possibilities in the improvement of speech education.

Teachers were providing instruction for some of the common and frequent speech activities of secondary-school students, but others were being ignored. Much time was being given to education for participation in speech activities in which students rarely or never take part. It seems unfortunate, however, that so little time is being given to improving the participation of students in those speech activities in which they take part constantly and other time is being wasted in teaching students to engage in speech activities which they have no occasion to engage in now or probably ever. Most of the teachers who co-operated in the study and were trying to do anything about speech education felt that their own efforts were not very effective. It is probable that this feeling of ineffectiveness might be attributed to the absence of clear-cut objectives, adequate materials, and varied activities.

NEED FOR PARTICIPATION

Finally the question arose as to whether the school should assume the responsibility for educating students to take part more effectively in all the speech activities in which they participate commonly and frequently. The answer is probably, no. But which ones shall be omitted is not so easy to say. There is probably no one best way to answer this question. The judgments of different groups may suggest a solution until a better one is found. To arrive

at such an answer nineteen teachers, seventy-seven recent high-school graduates, three hundred twenty-three high-school students, and sixty adults representing six major vocational groups were interviewed. They were pretty well agreed that the school should instruct all students to speak better in the common and frequent speech situations which were listed earlier except for giving prayers. They were unanimous in the opinion that to the home and the church belongs the job of teaching students to give prayers, which was found to be one of their frequent speech activities. This group of 479 were also well agreed that students should have an opportunity to learn to do better the less common and frequent types of speaking if the student felt he could profit by such instruction.

Four major conclusions arrived at as a result of this study are:

1. The program of speech education in secondary schools for all students should include and emphasize those activities in which students take part frequently. Courses in debate, declamation, and dramatics should be for those who can profit by such instruction and cannot by themselves be considered an adequate speech program.
2. The activities included in the speech education program should be distributed over the six years of the school program on the basis of frequency of participation until a more accurate method of grade placement is established.
3. Provision for speech education should not be regarded as the responsibility of the English and speech teachers only. Speech education should be given where and when it is needed and can be presented.
4. A greater variety of methods and materials should be used in a speech education program in order better to accomplish the job which needs to be done.

THE MARINE CORPS INSTITUTE OFFERS SECONDARY-SCHOOL COURSES

SCHOOL administrators should know that correspondence courses have been offered regularly to Marines, men and women, through the Marine Corps Institute for at least twenty-four years. It was the first school of its kind to be established for any of the Service branches and it has established itself as an educational institution of high standing. The Institute has been enlarged in staff and educational opportunities during World War II, although, by comparison with the U. S. Armed Forces Institute, it has remained a small school and can give individual guidance to its enrollees.

The Marine Corps Institute deals directly with secondary-school principals in providing records of scholastic achievement and evaluating the academic work of the Marine registered for courses in the Institute. It has a capable group of resident instructors and a number of educational advisers in military camps who guide, grade, and evaluate the step-by-step work in each course. It offers free to Marines all the usual academic subjects found in the secondary school and a large number of technical subjects in such areas as civil engineering, Diesel, radio, auto mechanics, and aviation mechanics. Write for information to the U. S. Marine Corps Institute Catalog or by writing to the Director, U. S. Marine Corps Institute, Marine Barracks, Washington 25, D. C.

The Play's the Thing Now!

HAROLD SAXE TUTTLE

Professor of Education, City College of New York, New York City

DRAMA HAS served many purposes in the schools; but its educative value is still too little appreciated. Teachers in other fields are prone to look upon dramatics as a frill. Many administrators consider it a luxury,—to be exploited in superficial services rather than a major educative agency in its own right. The testimony of publishers reveals—*horrible dictum!*—that the chief use of drama in high schools is to raise money for various school funds. Sales of hilarious, frothy plays devoid of all literary merit or moral force surpass, by many hundred per cent, sales of artistic, literary treatments of fundamental human emotions. For the dominance of such use, teachers should not be too harshly blamed: the prospect of funds for student enterprises appears to be the only motivation for a vigorous ticket-selling campaign, without which actors would be forced to play to smaller houses.

The speech teacher employs drama as an educative agency for cultivating appreciation of fine art. "The play's the thing"—if it is artistically constructed, if its treatment of its theme is restrained or subtle, if its literary style is worthy, if its diction is rich and discriminating. A play that fulfills these requirements (the speech teacher confesses) is entitled to a place in an English course; it justifies the effort involved in its preparation and performance.

Not infrequently drama is used as extrinsic motivation of "essential" subject matter which in itself does not command the interest of the pupil. In other words, drama becomes a glorified lollipop by which to entice youthful minds to master studies too poorly taught or too little related to their lives to command due effort in their own right. Some teachers also encourage dramatics solely for recreation, believing that, like reading novels, play acting provides wholesome release or emotions, and is justified purely as a source of enjoyment. There are other uses of drama in the schools; these will suffice to show that its major service is too little appreciated.

Suddenly, now, drama is called upon to serve a desperately serious cause. While it has been called into service in the temporary task of inspiring enlistments in special branches of the military service and selling government bonds and creating morale to support the war effort, drama is there merely a device; it is not an art consecrated to enduring goals. As an art, drama is now called upon to serve the more fundamental need of cultivating loyalty to the democratic way of life. It is called to change democracy from a slogan to a devotion. So urgent is that call that those artists who prefer to live in their delicately carved ivory towers, basking in the beauties of pure art, must be awakened to face imminent realities now or they will drift into more tragic realities.

The fabulous fortunes that America is to reap after the war by exploiting the backward peoples of the earth, according to journals speaking for the business world, will not only cost America her soul; they will awaken racial suspicions and hatreds which will lead to inevitable frictions and almost certain war between East and West. The frank assumption of war as the continued means of settling rival national ambitions, so seductively stated by Walter Lippman, will involve burdens of defensive armaments even yet unprecedented, and the crushing of cultural ideas—a disaster which, until recently, we were certain could not happen here. The heightened racial bitterness, the sweeping attacks upon the rights of great bodies of our citizens by men in high places, the curtailment of freedom of thought and its various forms of expression, are evidences that our adherence to democracy is too largely lip service to a cliche rather than genuine devotion to the ways of life that constitute democracy.

"Who knoweth but thou art come to the kingdom for such a time as this?" was not more applicable to the much dramatized Queen Esther than to the art of drama today. No other human accomplishment has the possibility of so quickly and so deeply implanting the devotions to the American way which our too-exclusively-intellectual methods of education have failed to instill.

The educative value of the play has been thoroughly demonstrated. Shakespeare is the classic example of the teacher who relies on the medium of drama. The deep moral lessons of his plays would be more generally appreciated had not so many of us been blinded to them by the analytic method of studying literature in the schools. One can hardly question the moral purpose of George Bernard Shaw's *Androcles and the Lion*—even with the handicap of a labored introduction to prove it! None of the great plays about Lincoln has failed to reflect something of the moral grandeur of the hero. *Idiot's Delight* and *Star Wagon* pointed unwaveringly toward moral goals. Even the hilarious *Life with Father* leaves many with stronger devotion to democracy in the home. Drama is the most effective educational method yet discovered by human insight.

And there need be no conflict between its educative value and its artistic achievement. While bond-selling sketches have been pure propaganda of uncertain art, there is nothing about propaganda *per se* that precludes or competes with ideal art, as the above illustrations reveal. Indeed, drama will be highly educative only when highly artistic, and most educative when most artistic. Faith in the democratic principle is more deeply impressed by *Valley Forge* than by a dozen crude dramatizations of the theme *Faith in Democracy*. Faith in the power of love in human affairs is more strongly reinforced by *The Servant in the House* than by any number of Sunday School plays on *The Power of Love*. It is not the moral lesson that spoils the play; it is low art!

On the other hand, high art without moral purpose, at a time when moral values are threatened, makes of drama a gay dance in a burning dance hall. This danger is especially serious in the schools. On Broadway drama may be consecrated to entertainment. Art may be the one essential criterion. That is what the public pays for; that is what it demands. But in school is there any unsound logic in the assumption that all that is potentially educative shall be fully utilized? The educative value of drama is too little appreciated. When employed primarily to raise money, its educative values are seriously sacrificed. So also when used to motivate uninteresting courses. To some degree this is true even when used for the worthy purpose of pure recreation. These competing uses are not bad in themselves; not all are cheap. But they are all unfair competitors in the school. The major purpose of the school is education; and the use of so superior a means of education as drama in a subordinate role, or as mere recreation when basic values are threatened, reflects a weak and dangerous educational philosophy. When the colossal sacrifices of the nation and revolutionary changes already effected in the school are considered—all concentrated on military victory—dare we ignore any program that promises to serve the more permanent goal: the democracy for which we are fighting?

The inalienable rights are more numerous than those listed by Jefferson in the Declaration of Independence or those tabulated in the Bill of Rights. Students of society have listed various aspects of democracy; they may be counted by the score. Each is inalienable if life is impoverished by its suppression. Not everything associated with democracy belongs in this category. The right to elect senators by direct vote, for example, may be valuable; but such matters belong among the mechanics of government; they should be determined on the basis of evidence; they are but means to an end. But tolerance, and freedom of thought, and the supremacy of human values over property values, and respect for personality, and a half-hundred other elements of the democratic spirit are ends in their own right. Without them life would be poorer; where they are forbidden life is less tolerable; its richness is impaired.

This truth gives drama its superlative power. Loyalties to human values are not imparted by instruction; they are instilled by "conditioning." Yet their cultivation is not indoctrination; for they are not doctrines. They are not intellectual concepts. They are not truths to be believed, but qualities to be believed-in! This is the area of human experience in which drama functions. Vicariously it pictures human values in concrete form and associates high satisfaction with the conduct which realizes those values. The product is not belief but loyalty. Devotion to values can be inspired not by facts but by feelings. Drama can extinguish selfishness and cultivate social concern. It deals with democratic attitudes at their source.

Increasingly laboratory studies are revealing the distinction between the functions of intellect and feelings. Feelings determine goals—objects of devotion. Knowledge and judgment determine means of attaining those goals.

Drama chiefly educates the feelings. For this reason drama can break down old prejudices and build up new loyalties. Where selfish Individualism has held sway, the vicarious experiences awakened in imagination can create devotions to the welfare of others. Where prejudice has enslaved, tolerance may be made to grow. Cynicism can be replaced with faith in human possibilities.

These attitudes toward people are of the very essence of democracy. It is with just such attitudes that drama can deal. Instruction can show the effectiveness of a policy in reaching a certain outcome; but only conditioning can create the desire to reach that outcome. Drama is the most effective means which human genius has developed of cultivating democratic devotions.

One of the laws of conditioning is that interests are cultivated much more permanently when satisfying experiences are consistent and frequent. Occasional conditioning in one direction, alternated with opposite trends, is superficial and impermanent. Deep devotion to democracy requires many frequent experiences in which democratic conduct is made satisfying. Because not all life situations are ideal there is danger of counteracting wholesome conditioning if it is infrequent. Ideally, powerful dramatizations of democracy should be a part of the daily experiences of every growing child. Practically, an intensive program of dramatizations of democracy at the most frequent possible intervals is far more effective than the same number of plays scattered through the year.

Happily the need for a much larger number of short plays interpreting the democratic way—plays appropriate for use in high school—has been already recognized by top ranking playwrights of America, thanks to the alertness of the council for Democracy.¹ Many such plays are now being written. They will be available for early use—and without royalties. If the insight of these artists is matched by equal insight on the part of speech teachers, English teachers, social studies teachers, and school administrators throughout the country—as it is certain to be by drama teachers—a nation-wide movement for dramatizing democracy will spring up spontaneously. Indeed, there are many evidences that such a spontaneous movement is already under way. A well-planned program, jointly directed by all responsible groups will give effectiveness to the awakening interest.

One important element in the picture needs to be added; parents are interested in the activities of their children. If six million high-school and college students can be brought into a nation-wide program of play acting, presenting artistic and gripping plays, twelve million parents and patrons will be added to the public that is influenced by this program. If it can be made thus general, the cumulative effect of an intensive program of drama glorifying wholesome, democratic living will be no trivial factor in determining the standards of the postwar world.

¹The Council is located at 11 W. 42nd St., New York City. Announcements will be made by the Council as its plays become available.

India*

Selected References for Teachers

C. O. ARNDT

*Senior Specialist in Far Eastern Education, U. S. Office of Education,
Washington, D. C.*

To meet the many requests from schools for teaching materials, aids, and references on India, this list was prepared by Dr. C. O. Arndt, specialist in Far Eastern Education. Schools will find this list helpful in the selection of materials for a study of India. Reprints are available through the U. S. Office of Education.—The Editor.

The year 1943 has witnessed a steady growth of curriculum material dealing with India. Its quality, too, has improved. However, much sound, objective work must yet be done. Among the materials needed are study guides, units of study, and still pictures. It is hoped that the short list of references here given will provide at least a "good start" for teachers who wish to give a larger consideration to India in their classrooms.

BIBLIOGRAPHIES OF BOOKS AND MATERIALS

Basic Bibliographies on India, and Southeast Asia. Robert Heine-Geldern and Horace I. Poleman. The American Council of Learned Societies, 1219 Sixteenth Street, N. W., Washington, D. C. May 1944. (Adult level)

The authors have developed a reliable, quite complete bibliography of 1,500 references on India, Tibet, and Ceylon and 1,500 on Southeast Asia. The references listed are partly basic research items and popular in scope.

The East and West Association, 40 East 49th Street, New York, N. Y. 1942. Price 10 cents each, except for the College Students' bibliography which is 15 cents.

These 7 annotated bibliographies have been designed to meet the needs of various student and lay groups, though the content of each is very similar. Availability, usefulness, and quality were criteria used in making selections.

India, A Popular List

India, A List for High-School Students

India, A List for Business Men

India, A List for Labor Unions

India, A List for Women's Clubs

India, A List for Armed Forces

India, A List for College Students

What One Should Know About India, Tibet, and Ceylon. Horace I. Poleman, Director of India Studies, Library of Congress, Washington, D. C. Reprinted from *Wilson Library Bulletin*, May 1942. 4 p. Free. (Adult level)
This list of 27 annotated items on India, Tibet, and Ceylon is short, authoritative, and encyclopedic. It is recommended for the upper level of high schools and for college and university classes.

BOOKS

(Unless otherwise indicated, these books are written on the senior high-school and adult levels).

Brailsford, Henry Noel. *Subject India.* New York: John Day. 1943. 274 pp. \$2.50.

A forthright, incisive study of India today by a British writer. The appendices on Indian life add to its value.

Day, Lal Behari. *Folk Tales of Bengal.* London and New York: Macmillan. \$1.75.

A collection of Bengali folktales. Well written and generally interesting.

Duffett, W. E., and others. *India Today.* New York: John Day. 1942. 173 pp. \$1.75.

A valuable, small handbook on India. The chapters dealing with the social and economic structure are particularly lucid. Political parties are discussed objectively.

Dutt, R. Palme. *The Problem of India.* New York: International Publishers. 1943. 224 pp. \$2.00.

A rapid summary of the background of the Indian question and a proposed solution are given by the author who is the editor of the *British Labor Monthly*.

Forster, E. M. *A Passage to India.* New York: Modern Library. 1940. 322 pp. 95 cents.

The author of this novel, a distinguished English writer, knows India well, especially the Muslims. He has written an interesting, unpatronizing story of Indian life.

Garrett, G. T. (ed.) *Legacy of India.* New York: Oxford University Press. 1937. 428 pp. \$4.00.

A rich collection of essays on Indian history, art, music, and culture.

Masani, Minocheher R. *Our India.* New York: Oxford University Press. 1942. 174 pp. \$1.75.

A simply written, factual account of the people, land, and resources of India. Illustrated with attractive woodcuts.

Moraes, F. R., and Stimson, Robert. *Introduction to India.* New York: Oxford University Press. 1943. 176 pp. \$2.00.

An account of the history of the Indian nationalist movement up to 1935. The author is well informed and objective in his analysis through his style is rather heavy.

Thompson, Edward, and Garratt, G. T. *Rise and Fulfillment of British Rule in India*. London and New York: Macmillan, 1934. 690 pp. \$7.50.

A well-written account of Indo-British history up to 1934, by two English scholars.

Wheeler, Post. *Hathoo of the Elephants*. New York: Viking Press, 1943. 333 pp. \$2.50.

A story of the Indian jungle, an elephant drive, and jungle life, customs, and laws as well as an intimate and fascinating story of Indian life and customs. Most of the story was written by the author during his two years in India among her people and *fauna*.

PAMPHLETS

(These pamphlets are written on the high-school and adult levels)

America's Battlefronts: Where our fighting forces are. By Frederick Gruin. New York: Foreign Policy Association, 1943. 96 pp. illus. (Headline books, No. 38) 25 cents.

Recent data about China, India, Australia, New Zealand, and the islands of the southwest Pacific are presented briefly in this pamphlet.

The Cripps Mission. By R. Copeland. New York: Oxford University Press, 1942. 91 pp. 75 cents.

An interpretation of the Cripps Mission by one of Sir Stafford Cripps' staff members.

**Documents on the Indian Situation since the Cripps Mission*. Compiled by staff members of the American Council, Institute of Pacific Relations. New York: American Council, Institute of Pacific Relations. 1942. 120 pp. mimeographed. (American Council paper, No. 10) 75 cents.

The views of the British government and of various Indian leaders and organizations on contemporary Indian problems are set forth.

East India. Abstract of tables giving the main statistics of the census of the Indian Empire of 1941, with a brief introductory note. London: His Majesty's Stationery Office. 1943. 16 pp. 10 cents.

This is a statistical account of the changes which have taken place in India since the 1931 census.

Independence for India? Compiled by J. E. Johnsen. New York: H. W. Wilson Company. 1943. 292 pp. (The reference shelf, vol. 16, No. 3) 90 cents.

*Out of print. Available in many libraries.

Originally designed for the U. S. Army in India, this book contains a wealth of reliable factual material. The authors are an Indian and an Englishman resident in India. A good index adds to the value of the book.

Moreland, W. H., and Chatterjee, A. C. *A Short History of India*. London and New York: Longmans Green. 1936. 496 pp. \$4.00.

A readable, objective survey of Indian history from ancient times to the present day. Possibly the best short history of India.

Mukerji, Dhan G. *Kari, the Elephant*. New York: Dutton. 1922. 135 pp. \$2.00 School ed. \$1.25. Intermediate Grades.

The story of how an Indian boy of 9 trained a 5-months-old elephant and had many adventures in the jungle.

Mukerji, Dhan G. *Gay Neck*. New York: Dutton, 1927. 197 pp. \$2.00. Higher Elementary.

Story of an Indian boy and his iridescent-throated carrier pigeon. Awarded the Newbery Medal in 1928.

Nehru, Jawaharlal. *Glimpses of World History*. New York: John Day. 1942. 993 pp. \$4.00.

The author reflects on the affairs of the world and India's role in the world.

Nehru, Jawaharlal. *Toward Freedom: The Autobiography of Jawaharlal Nehru*. New York: John Day. 1941. 445 pp. \$4.00.

This is an outstanding autobiography written by one of India's truly great democratic leaders. The language is classic; the understanding of both the Indian and western mind is keen and penetrating.

O'Malley, L. S. (ed.) *Modern India and the West*. London and New York: Oxford University Press. 1941. 834 pp. \$10.00.

This volume contains 16 rather heavy chapters on Indian life and culture, written by English and Indian authors.

Rawlinson, H. G. *India, A Short Cultural History*. New York: Appleton-Century. 1938. 452 pp. \$7.50.

A well-written, illustrated, cultural history which stresses art, religion, and literature. The author is an English authority on Indian history.

Shridharani, Krishnalal. *My India, My America*. New York: Duell, Sloan, and Pearce. 1941. 647 pp. \$3.75.

A very readable account of the author's experiences in both India and America. In the latter part of the book consideration is given to the problems of India today, including political parties and leaders.

Smith, William Roy. *Nationalism and Reform in India*. New Haven: Yale University Press. 1938. 485 pp. \$5.00.

Reprints articles on the question of Indian independence which represent both the Indian and British viewpoints. Valuable for debate work.

India. A University of Chicago Round Table Broadcast. By George Bobrinskoy, Walter Clark, and Quincy Wright. Chicago: University of Chicago. 1942. 29 pp. illus. (University of Chicago Round Table, No. 212) 10 cents.

This pamphlet is valuable particularly because of its charts.

The Indian Problem. By Viscount Halifax. New York: Oxford University Press. 1942. 31 pp. 15 cents.

Sets forth the British view of the Indian problem as seen by a prominent British official who was Viceroy of India from 1926-1931.

The People of India. New York: The East and West Association, 40 East 49th Street. 32 pp. 40 cents.

This is brief, readable account of the people of India, their history, their culture, and their leaders. Suggested readings are given under each section.

A Picture of India. By Edwin Haward. Washington, D. C.: Government of India Information Services, 2633-16th Street, N. W. Free.

The people and government of India are described in this pamphlet. The pictures deserve specific mention.

Speaking of India. 150 questions and answers. By M. S. Farley. New York: American Council, Institute of Pacific Relations, 1943. 65 pp. illus. (Institute of Pacific Relations pamphlets, No. 9) 25 cents.

Asks and answers many vital, timely questions on India and its people.

Twentieth Century India. By Kate Mitchell and Kumar Goshal, edited by M. S. Stewart. St. Louis: Webster Publishing Company. 1944. 94 pp. illus. (Co-operative project between American Council, Institute of Pacific Relations and Webster Publishing Company). 40 cents.

Describes India's peoples, village life, wealth and poverty, government, growth of nationalism, and its role in the war.

PLAYS

*Coit, Dorothy. *Nala and Damayanti*, a Hindu Play. In *Kai Khosru and Other Plays for Children*. New York: Theatre Arts, Inc. 1934. 187 pp. \$1.50. This well-developed, one-act play is designed for use with children on the junior high-school level.

Kalidasa. *Shakuntala and Other Works*. Arthur W. Ryder, (tr.). New York: Dutton. Everyman's Edition, No. 629, 1920. 95 cents. Adult.

Kalidasa is one India's greatest poets, and Shakuntala is his most famous play. This translation is readable and readily available.

*Out of print. Available in many libraries.

Sudraka. *The Little Clay Cart*. Arthur W. Ryder, (tr.). New York: Theatre Arts, Inc. 193^a. 107 pp. \$1.50. Adult.

A famous Hindu drama which portrays the romance between a poor merchant and a courtesan. This version is designed for acting and offers complete stage directions, production notes, and other details.

Tagore, Rabindranath. *Collected Poems and Plays*. New York: Macmillan, 1941. 577 pp. \$3.00. Adult.

A good collection of Tagore's plays and poems. Several of the plays are suitable for use with high-school students.

RECORDINGS

(The recordings listed below are not readily available, due to war conditions. Try your local agencies, including second-hand record shops.)

Echoes of India. Wana Singh and his Orchestra of native Indian Musicians. Instruments: Dhilrubha, israj, tabala, baya, thambura, chimes, gong, concha, sarode, karathali and cymbals, Five 10" records (10 sides) in *Musicraft* Album 47.

Jogya ("Yogi Meditation at Daybreak")
 Mohana ("In the Moonlight")
 Malkaunsa ("Wrath of Shiva")
 Pilu Lavani ("Song of the Mountains")
 Tilak Kamode ("Herdsman's Merriment")
 Asaori ("On a Merry Afternoon")
 Adana ("Midnight in the Temple")
 Jayajayavanti ("Rejoicing in Victory")
 Yamana ("Evening Tenderness")

Hindu Music. Sarat Lahiri and Todi. 10" record (2 sides)

Victor 24548. Instruments: Sitar, tabla, banya, and esraj.
 Selections from India—Behag (tintal rhythm)
 Hindu Vocal Music—Raga Malkaus (chaatal rhythm)
 Selections from Bengali—Malkaus (chaatal rhythm)

Hindu Music. Uday Shan-Kar and his company of Hindu dancers and musicians. Five 10" records (10 sides) in *Victor* Album M-382.

1834 Danse Indra, and Roga Mishra-Kaphi
 1835 Danse Snanum, and Bhajana (Religious Song)
 14506 Raga Tilanga (Ensemble), and Raga Bahar
 14507 Danse Gandharva (Malkaunsa), and Danse Ramachandra
 14508 Tabla-Tarange (Raga Adana) 12 Drums, and Danse Kartikeyya (Malkounsa)

FILMS

India-Hyderabad. Eastman Kodak Co., Rochester 4, N. Y., 1940. 1 reel, silent. Cost \$24. Available for rent from film libraries. Junior-senior high school. This film gives a realistic picture of Indian life in Hyderabad, one of the most advanced states of India, educationally. Railway transportation, minting of money, farming, handicrafts, and school scenes are briefly pictured.

India—Mysore and Ceylon. Eastman Kodak Co., Rochester 4, N. Y., 1940. 1 reel, silent. Cost \$24. Available for rent from film libraries. Junior-senior high school.

A good picture of Indian life, showing gold mining, the manufacture of synthetic chemicals, oil, silk, tea, and the gathering of betel nuts and cocoanuts. It should be noted that hydroelectric power as shown is developed in but few places in India and has a very low relative output. The same is true of the manufacture of chemicals.

India—Punjab. Eastman Kodak Co., Rochester 4, N. Y., 1940. 1 reel, silent, Cost \$24. Available for rent from film libraries. Elementary and high school.

The best of the three pictures in the India series here listed. True to life and quite typical of India generally. Irrigation, farming, bread baking, street scenes, transportation, and modern Delhi are pictured.

The Jungle. Teaching Films Custodians, Inc., 25 West 43rd St., New York, 18, N. Y. 1942. 1 reel, sound, color. For rental, apply to Teaching Films Custodians, address as above. Elementary and high school.

This is a picture of animals in their native, jungle habitat. The color of jungle life is well portrayed. Among the animals shown are tigers, water-buffaloes, alligators, vultures, monkeys, and pythons. The fight between a mongoose and a cobra will be of interest to many.

A Village in India. Teaching Films Custodians, Inc., 25 West 43rd St., New York 18, N. Y. 1942. 1 reel, sound, color. For rental, apply to Teaching Films Custodians, address as above. Elementary and high school.

Village life in India is well portrayed in this film. Spinning, weaving, wrestling, a wedding, and other scenes from daily life heighten its value for educational purposes.

MAPS

The Far East and Adjoining Areas. New York: American Council, Institute of Pacific Relations, 1 East 54th St. 25 cents.

This large (38" x 49") colored map gives boundaries as of 1939 and indicates the location of natural resources by symbols. Rail- and motor roads are sketched. India is shown in its Far Eastern context.

Picture Map of India. New York: Friendship Press, 156 Fifth Avenue, 1930. 50 cents.

This large picture map (38" x 48") sketched in black ink on white background is designed for coloration. A supplementary picture sheet accompanies the map.

MAGAZINE STORY

"With my Daughter's Indian Family," by Hilda Wernher.

In Asia and the Americas, 40 East 49th Street, New York 17, N. Y. November, December 1943 and January, February, March, 1944.

This diary describes the home life of a European girl who married an Indian Muslim. It is written by the mother of the girl, who lives with her daughter and son-in-law in India. The diary "offers moving and eloquent evidence that East and West can live and build together."

LOAN PACKET

The following packet is available through Information Exchange, U. S. Office of Education, Washington 25, D. C.

Packet XXI—JSA—4, India.

This packet on India contains various kinds of curriculum material suitable for classroom use. Upon request, it will be mailed without charge to schools for a loan period of two weeks. A franked label is provided for a return of the materials.

CURRICULUM CONSTRUCTION

What Shall We Teach About India? Elizabeth Seegar and Ethel Mukerji. In *Progressive Education*, November, 1942. 287 Fourth Avenue, New York, 19, N. Y. 50 cents. Supply limited.

In this 5-page article two experienced teachers give many helpful suggestions to those interested in the development of a study of India in their classroom. Approach, content, and book references are duly considered.

A POSTWAR PLAN FOR SECONDARY EDUCATION

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS is now preparing a comprehensive outline plan for secondary education in the postwar period. It is being prepared by several committees, the Planning Committee, the Implementation Commission, and the Executive Committee of the National Association of Secondary-School Principals in co-operation with the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

The plan will be suitable for educational, civic, and community leaders who are interested in the development of plans for secondary education. This outline plan will not be available until October 1, 1944, when it will be distributed to secondary schools and others interested in secondary education.

The Executive Committee

The Planning Committee

The Implementation Commission

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
May 1, 1944

News Notes

BETTER SECONDARY SCHOOLS—The Michigan Study of the Secondary-School Curriculum under the direction of Theodore D. Rice, Lansing, Michigan, has recently released a number of curriculum handbooks for use by teachers and principals in the elementary and secondary schools. Bulletin No. 2 is titled *Local Pre-School Conferences in Michigan* (42 pp.). It is a handbook for help in planning the local workshop-type conference of teachers and administrators prior to the opening of the school year. It is based on the experience of Michigan schools in holding such conferences in 1940, 1941, and 1942. Bulletin No. 3 is called *Youth Learns to Assume Responsibility* (107 pp.). It is a report of the ways in which youth are learning to participate in planning, executing, and evaluating activities in Michigan high schools. It includes many suggestions of importance in developing citizenship education programs. Over fifty teachers contributed descriptions of practices for this handbook. This bulletin is exceptionally fine for illustrations of type of activities being engaged in by pupils as a means for developing democratic citizens. One copy of each of these publications is being distributed to each secondary school in Michigan, as has the first of the series, *Follow-up of Secondary School Students*. Each handbook sells for 25c per copy with 10 per cent discount for quantity orders.

AMERICAN EDUCATION WEEK, 1944—The NEA announces the dates of American Education Week—1944 to be November 5-11. The theme for this year's observance will be EDUCATION FOR NEW TASKS with the following daily topics:

Sunday, November 5—*Building Worldwide Brotherhood*
Monday, November 6—*Educating All the People*
Tuesday, November 7—*Improving Schools for Tomorrow*
Wednesday, November 8—*Developing an Enduring Peace*
Thursday, November 9—*Preparing for the New Technology*
Friday, November 10—*Enriching Our Cultural Heritage*
Saturday, November 11—*Bettering Community Life*

The NEA says "Now is the time to begin plans for the observance of American Education Week in 1944. There are many vital school problems upon which the attention of the public must be focused. The most effective observances of American Education Week are those which are planned well in advance by committees thoroughly organized to do a good job. It is recommended that committees be established this spring to make general plans for conducting the observance. This will enable the committee to proceed more effectively in the fall."

INSTRUCTIONAL AIDS—For the past seven years the Museum of Modern Art has been carrying on an extensive experimental program in developing visual materials in the field of art for elementary and secondary schools, and colleges. This work was made possible through grants from the General Education Board and the Rockefeller Foundation. The purpose of the experiment was to determine what kinds of visual material are best adapted to various age levels and to the needs of schools in regard to their curriculums, physical plants, and budgets. The experimental nature of this work has been completed. It is the museum's aim to make their resources available to a greater number of schools and at a lower cost than previously since they will be produced on a larger scale. These teaching materials will include exhibitions of varying sizes, teaching portfolios for the studio and classroom, slide talks for classrooms and assemblies, and illustrated publications for students and teachers. They will be available both for rent and

for sale. Schools and school systems may find it more practical to purchase than to rent them if they plan to use them in successive periods for different classes of students. On the other hand, those who do not wish to purchase them will be able to rent them for a short period. In the past it has often been found more efficient as well as more economical for local museums, school systems, supervisors, or superintendents to rent a block of exhibitions for a longer period of time and to circulate them among their own schools. Since this new expanded program is just getting under way, many of the items offered will not be ready for circulation until 1944. However, there are about forty-five educational exhibitions which are now available for rent. A descriptive catalog will be sent upon request. The museum also has two illustrated publications for sale at 75 cents each, one entitled *What is Modern Painting?* the other *What is Modern Architecture?* Of slide talks four general surveys are available at the present: *Modern Painting, Modern Sculpture, Modern Architecture, and Photography.* There are a few educational films which may be rented through the Museums Film Library. All communications should be addressed to The Museum of Modern Art, 11 West 53rd Street, New York 19, New York.

PUPILS' SPENDING HABITS SURVEYED—How much of one's allowance should one spend on candy and chewing gum? How can a youngster best earn money in spare time? Questions like these are agitating classes in social science and mathematics at a consolidated school in Giles County, Virginia. The discussion following a general survey made by the State Teachers College at Radford, Virginia, showed that the school pupils in the main spend their money for sweets and movie tickets. Of 140 sixth-graders, 68 per cent said they have regular allowances, averaging 50 cents a week, while 32 per cent earn an average of 72 cents weekly. Though free, as a rule, to spend this money as they like, most of them make no plans. Their main expenditure was for sweets: 87 per cent bought ice cream; 85 per cent candy; and 79 per cent chewing gum. Next in their pecuniary affections stood the movies. Seventy-seven spent money for that purpose, while more than half bought comic books and tickets to ball games. Four-fifths contributed to Sunday School and the Red Cross. Most of them also saved; 72 per cent invested in war stamps. The high-school spending picture was somewhat different, with movies as the top item, but with candy, ice cream, soft drinks, and chewing gum not far behind. Almost two-thirds of these older pupils earned money, and earned more than the grade-school children, averaging \$2.37 a week. Their allowances too were higher, with the mean at \$2.12 a week. Part of this larger amount, however, went for clothes. Their main giving was to Sunday School and the March of Dimes; while their savings went into war stamps. Eager discussions following the survey led the children to keep a record of their spending. They needed an accounting form, and the college students devised one. In continuing the experiment, accurate measurements of the pupils' progress is being made. It is planned to write simple consumer books for classroom use and for parental guidance—APECS.

UTILIZING THE COMMUNITY RESOURCES—An important series of lectures, "Introducing the Peoples of the Far East," were arranged by Miner Teachers College, Wilson Teachers College, and the United States Office of Education. These lectures were offered to the teachers of the District of Columbia during January, February, and March. The series were sponsored by the Education Association of the District of Columbia and the Columbian Educational Association. The representatives of these associations brought the lectures to the attention of all school people. The lectures were held every two weeks. The subjects discussed and the speakers were as follows: *The People of Japan* by Joseph C. Grew, former Ambas-

sador to Japan; *Japan in the Postwar Period* by Sir George Sansom, K.C.M.B., E.E. and M.P., formerly Commercial Counsellor in the British Embassy, Tokyo; *The People of China* by Congressman Walter Judd of Minnesota; *China in the Postwar Period* by George E. Taylor, Executive Officer, Far Eastern Department, University of Washington, Seattle, Washington; *The People of the Philippines* by Colonel Carlos P. Romulo, Secretary of Information and Public Relations, Commonwealth of the Philippines; and *The People of Thailand* by M. R. Seni Pramoj, Minister of Thailand.

Each lecture was held at 8 P.M. in the auditorium of the New Interior Department Building of the United States Department of the Interior. In general each lecture was approximately forty minutes in length and was followed by a question-and-answer discussion period. The audience was invited to write out questions and relay them to the speaker's platform. The chairman and the speaker then selected and answered as many questions as time permitted. A few minutes were devoted each time to the discussion of reference materials for teachers on the subject of the evening. A mimeographed list of such materials was made available at the door to the audience at the close of the meeting. These meetings are illustrative of what other cities can do in the way of utilizing the local resources as a means for keeping its constituents informed of present-day events.

BUSINESS EDUCATION TEACHERS MEETING—Over 1,000 teachers of business subjects from New York City and vicinity recently met at the Hotel Pennsylvania for the twenty-sixth convention and luncheon of the Commercial Education Association. *Basic Business Education for All With a View Toward Postwar Planning* was the topic discussed through a series of morning panel meetings in which five affiliated associations participated. These included the Accounting and Commercial Law Teachers Association, Distributive and Consumer Education Association, Gregg Shorthand Teachers Association, Pitman Commercial Teachers Association, and the Private Schools Association. Each group presented leaders from the fields of education, the Armed Forces, industry, and government who discussed war and postwar aspects of business education which would be basic not only for business workers but for all consumers.

NEW VISUAL LEARNING GUIDES—Twelve new Visual Learning Guides in the field of social studies, covering a variety of pertinent subjects, have been announced by *Scholastic Magazines*, exclusive national distributor of the National Audio-Visual Learning Guides. The addition of these twelve Guides, designed to accompany *Encyclopaedia Britannica* (Erpi) 16 mm. sound films, raises to ninety-six the total number of Visual Learning Guides available for use with films produced by the United States Office of Education, United States Army, United States Navy, and Erpi Classroom Films. All Guides published by the National Audio-Visual Council, Chicago. Titles of the new Guides are *Kentucky Pioneers*, *Westward Movement*, *Pioneers of the Plains*, *Life in Old Louisiana (1830-1850)*, *The Earth in Motion*, *City Water Supply*, *Clothing*, *The Passenger Train*, *Pygmies of Africa*, *A People of the Congo: The Magbetu*, *People of Hawaii*, *The Honey Bee*. Samples of the twelve new Guides and other Guides in the fields of social studies, Latin America, health education, pre-flight, pre-induction and vocational training may be obtained from **SCHOLASTIC BOOKSHOP**, 220 East 42nd Street, New York 17, New York. The Guides are sold in packages of fifty at a cost of \$1.45 per package, plus shipping charges.

TEACHERS FOR OUR TIMES—Latest American Council on Education survey of the teaching profession is news because it appears at a critical moment in the

history of the profession; because it points out—not only for the educator but the layman as well—the qualities that should be sought for in teachers; and finally because it is a readable book. Entitled *Teachers for Our Times*, this book presents a wide variety of facts about the teaching profession. Some 1,000,000 persons are serving as teachers, supervisors, and administrators in the elementary and secondary schools of the United States today. The relative size of this body will be made clearer by some comparisons. Let us imagine an "average" community of 10,000 typical of the nation as a whole. Of the 6,500 inhabitants twenty years of age or older, seventy-five will be teachers. In the same population, there will be only thirteen lawyers and judges, thirteen physicians and surgeons, ten clergymen, and six dentists. So far as numbers are concerned, the teachers clearly constitute a leading professional group. Most American teachers are women. Sixty years ago two teachers out of every five were men, but the proportion steadily decreased until by 1930 of six teachers only one was a man. As to age, teachers are, on the whole, no longer as young a group as was formerly the case. The percentage of teachers more than forty-five years of age rose from eight to seventeen during the four decades between 1890 and 1930. By 1940 it was probably approaching twenty per cent. But there is reason to believe that the median age of teachers remains below thirty-five years. If all the teachers of the Nation could be brought together in some vast conclave there would be included Catholics, Protestants, and Jews, "old" Americans and second-generation folk, and immigrants, Indians, Negroes, whites, and Orientals.

AN INDEX OF FREE MATERIALS—The Educators Index of Free Materials is a listing of pamphlets, maps, charts, books, exhibits, films, and slides which various firms and agencies are willing to furnish schools upon request of a member of a school's official administrative or instructional staff. The Index is used in schools throughout the United States. It is constantly in the process of revision so that materials no longer available are immediately withdrawn from requests. This is done in order to keep all listed materials available and so prevent inconveniencing firms listed as sources of free materials. Additional information about this service may be secured by writing to the Educators Progress League, Randolph, Wisconsin.

NBC INTER-AMERICAN UNIVERSITY OF THE AIR—The second half of the current series on Folkways in Music will continue to present folk music of the Americas as used in the daily lives of the people, both in the past and the present, and as used in the creative works of American composers. The topics for the remaining part of this series are: *Tepee and Longhouse* (May 4). Music among the Indians of North America; *Out of Africa* (May 11) African backgrounds of Negro music; *Burnt Cork and Canvas Top* (May 18) The Minstrel Show as native American theatre; *Fiesta* (May 25) Religious origin of the fiesta; *Ballots and Ballads* (June 1) Political songs reflecting the folkways of American life; *Carnival*; (June 8) Carnival in Brazil: *Maracatus, reisados* and *ranchos*; *Folk Roots of Jazz* (June 15) Growth of jazz from the Negro cornfield hollers and the canebrake melodies; *Sidewalks and Skyscrapers* (June 22) The "Big City" sets the tempo of modern life; and *The Americas Meet* (June 29) Composers of the United States discover Latin America. The time of the series is each Thursday from 11:30 P.M. to 12:00 midnight (EWT).

SOME EFFECTS OF THE WAR ON PUBLIC SCHOOLS—The U. S. Office of Education, Social Security Agency, Washington 25, D. C. has recently released a mimeographed statement (circular No. 227, 1944) about this important topic. The sum-

mary of this report is of real interest. The following are excerpts from the reprint: Probably the most serious effect of the war on the public schools has been the draining of approximately one-third of the trained teachers into other fields of work, leaving the pupils to be taught by anyone who could qualify for an emergency certificate. This means a very large number of pupils will receive a poorer quality of education. With the greatly decreased enrollments in teacher-training institutions, the normal supply of new well-trained teachers will be very small for a number of years. Therefore, the period of poor teaching will be prolonged after the war, until the returning teachers can bring their training up to date and normal size classes are graduated from teacher-training institutions. Another serious effect has been the draining of over half a million boys, fifteen years of age and over, who otherwise would have been in school this year completing their high-school education. This fact seems to indicate that there will be a need for a greatly increased educational program for older youths and adults after the war. Summer sessions, although still existing in the public-school system in general, have considerably increased in enrollments so that students may get more education before entering the Armed Forces or war industries.

There are almost 1,700,000 fewer students fifteen years of age and over in high school in 1943 than in 1940. The situation with respect to turn-over of teachers and the qualification of those employed is steadily growing worse, although only about one per cent of the positions are actually unfilled. The rural school systems have had a much harder time than the cities. Increasing salaries is still the method used most often to meet the problem of teacher shortages and is probably the most effective solution to the problem. The downward trend in public-school enrollments continues with increasing intensity, as the effect of the war becomes greater. There were 2,157,000 fewer pupils enrolled in the public-school system for 1943-44 than in 1939-40, 1,317,000 elementary and 840,000 high school.

The total enrollment for 1943-44 is 23,276,000 approximately what it was twenty-two years ago in 1921-22 (23,239,227). The elementary school enrollment is 17,515,000, approximately what it was thirty years ago in 1913-14 (17,330,548). The decrease in the elementary school enrollment has been going on since 1929-30, when there were 21,278,593 pupils enrolled. The high-school enrollment for 1943-44 is 5,761,000, approximately equal to that of ten years ago in 1933-34 (5,669,156). The peak year was 1940-41, when 6,713,913 pupils were enrolled in high school. If the prewar trends had continued to operate, there would have been approximately 583,000 more pupils enrolled in high school in 1943-44 than there are. This means that there will be a considerable group of people at the close of the war, who should be given the opportunity to make up, through adult education programs, what they lost while working in industry or serving in the Armed Forces—to continue their education through college as they would have, had it not been interrupted by the war.

U. S. WAR PLANTS NEED OLD BOOKS, MAGAZINES—Millions of old books and magazines lying unused in American homes, libraries, and offices are urgently needed now as raw material for thousands of essential items of war. Herbert M. Faust, director of the Salvage Division of the War Production Board, has recently announced "Waste paper is the nation's most critical war material." "It is as important as powder since more than 700,000 military items are either made of waste-paper products or are paper-wrapped for shipment overseas. The increasingly critical and dangerous waste-paper shortage would be relieved immeasurably if we threw into the fight all of the useless old books and

magazines, of no interest to serviceman, now gathering dust in our bookshelves or lying untouched in our attics, closets, and cellars."

ANNUAL SUMMER CONFERENCE—Postwar Education will be the theme of the annual conference on curriculum improvement to be held at Peabody College on July 25 and 26, 1944. This is the fourteenth conference in a series which in recent years has had a registration of from 800 to 1000 people. More than 100 speakers, discussion leaders, and panel members will participate in the program. The purpose of the conference is to help school people to plan the role which the school should play after the war. As far as possible, every session of the conference will be devoted to a consideration of the practical problems with which educators are confronted in their communities.

The first day will be devoted to a consideration of postwar social and economic conditions and will serve as a background for the discussion of educational problems on the following day. The theme of the first general session will be *Schools After the War*. Each afternoon, following the general session in the morning, four separate discussion groups will gather to discuss specific aspects of the general theme of the day. No registration or other fees are required of those attending the conference. All the sessions are held on the campus under the trees. For a list of hotels and other housing accommodations, including rates, write to Curriculum Conference, Peabody College, Nashville 4, Tennessee.

LA FRANCE LIBRE IN AMERICA—*Tricolor* is a new monthly magazine, conceived in spirit shortly after the fall of France, and finally realized in the free and invigorating cultural atmosphere of the United States of America. It is the American edition (in English) of *La France Libre*, published in London by French writers connected with BBC—a group that has never accepted the defeat of France and now works for her ultimate victory. *La France Libre* is published also in Cairo and Algiers, and distributed in many thousands of copies to the French underground. Of this magazine Winston Churchill said: "On the soil of England, *La France Libre* keeps the bright flame alive for that sure coming day when all good Frenchmen will once again be free to think and write the truth as they see it." Subscriptions to it may be placed by writing to Tricolor Magazine, 1 East 57th Street, New York 22, N. Y. The rates are 50 cents a copy, five dollars a year.

IN MEXICO—The cost of a national education, well constructed and sustained even though it still falls short, has been the constant preoccupation of the Executive and for it there was appropriated this year a budget allowance of more than 100 million pesos for the Ministry of Public Education. This is the highest budget allowance in their history and thanks to it the number of schools was increased and their equipment improved.

The educators have responded to this effort of the education authorities and those of the Federal government. The attendance of pupils has been greater than in other years and the methods and procedures were adjusted to the most modern in educational technique. Primary instruction was imparted in more than 15,000 schools of various types in which more than 30,000 teachers served and which were attended by 1,343,504 pupils, among whom were fomented social solidarity and the cult of the National Insignia. With regard to secondary instruction, notable progress was attained. There function 180 secondary schools and 29 industrial and commercial, with an attendance of approximately 29,886 and 13,674 pupils respectively. Special attention is given the functioning of the sixteen practical agricultural schools which some 2,000 students attend.—*Mexico News*.

STUDY OF THE FREEDOM OF THE PRESS—The formation of a Commission of Inquiry to conduct a two-year study into the status of the freedom of the press in the United States was announced by Robert M. Hutchins, president of the University of Chicago. President Hutchins has accepted the permanent chairmanship of the Commission. In making this announcement he stated: "The function of the Commission is to begin an inclusive inquiry into the nature, function, duties, and responsibilities of the press in America—using the word press in its broadest sense to include not only everything that is printed but also the radio, the news-reel, the documentary film. Moreover, the Commission will consider the press and radio in their wholeness—news, editorial expression, columnists, departments, features, advertising, etc.—and not news content only." "The Commission will not be a merely deliberative body," Mr. Hutchins explained. "We hope the importance of its task will be so apparent that newspaper publishers and editors will be glad to appear before it to give testimony on their experiences in operating a free press. And we shall hope to hear not only from ivory tower editors, but also from reporters, desk men, research associates, and advertising and circulation directors—and readers. "The Commission plans to examine areas and circumstances under which the press in the United States is succeeding or failing; to discover where free expression is or is not limited, whether by governmental censorship, pressure of readers or advertisers, the unwisdom of its own proprietors, or the timidity of its managers." The inquiries of the Commission are made possible by a grant of funds from Time Inc., publishers of *Time*, *Life*, and *Fortune*. Headquarters and a permanent research staff will be maintained in New York City. Although the University of Chicago will administer the funds, the Commission will be a body as independent of the University of Chicago as it is of Time Inc.

NEW EDUCATIONAL PICTURE—A very remarkable educational sound motion picture has just been completed showing, in animated technical drawings, the construction and function of a power-plant surface condenser. Prints in 16 mm. of this film will be loaned free upon request to schools interested. Further information can be secured from Lyne S. Metcalfe, 51 East 42nd Street, New York, New York.

DISCUSSION OUTLINE—The Commission to Study the Organization of Peace, 8 West 40th Street, New York 18, has prepared a study outline for the recently published article "A Layman's Program for Peace" written by Samuel S. Fels and appearing in the *New York Times Magazine*. The outline contains not only a series of discussion questions divided into ten major sections, but also a highly selective list of suggested readings on the ten safe-guards which the author is convinced "would go a long way to rid the world of modern wars if demanded and adopted at the peace table." This material should be of interest to discussion groups. The article, as well as the questions, should challenge the thinking of anyone who is concerned with the prevention of future wars.

COMMISSION ON MOTION PICTURES—The American Council on Education has just announced the appointment of a Commission on Motion Pictures in Education. The present members are: Mark A. May, chairman; George S. Counts; Edmund E. Day; Willard E. Givens; George Johnson; George F. Zook, *ex officio*. The work of the Commission is supported by a grant from eight motion picture production companies made through the Motion Picture Producers and Distributors of America. These contributing companies are Columbia, Loew's Incorporated, Paramount, RKO, Twentieth-Century Fox, United Artists, Universal, and

Warner Brothers. The grant covers a five-year period. The Commission will study the needs of schools and colleges for motion picture material and will plan for the production of new films for courses of study in which new pictures are needed. Special attention will be given to the planning of series of films for educational activities connected with postwar reconstruction. The Commission invites the co-operation of all interested educators and educational groups. Suggestions concerning needed productions for educational purposes will be welcomed. The Commission is particularly interested in receiving curriculum materials that can be used as the basis for films. As fast as these materials can be put into shape for filming and approved by competent educational consultants, they will be distributed to all interested producers. For the time being, all inquiries should be addressed to the Chairman, Mark A. May, 28 Hillhouse Avenue, New Haven, Connecticut.

AIR-AGE EDUCATION—The term "Air Age" is expressive of the fact that the world has passed another important milestone in its history of progress. The effects of this transition from a land-bound civilization to one which has conquered the air are being felt in practically every phase of human endeavor. The rapid and often startling advances which have been made in the field of aviation have, however, in many instances outstripped the capacity of the average citizen to comprehend the full significance of this revolutionary factor in contemporary life. Many schools are today recognizing the challenge involved in the educational lag, mentioned above, and are taking steps to prepare our youth for full and constructive living in the air age which is upon us. The development and introduction of courses in pre-flight aeronautics on the secondary school level are indicative of this trend and are generally recognized as one of the many worthwhile adjustments which can be made. Progress in this area on the elementary and junior high-school levels has, however, in most instances, been limited as to scope and haphazard in nature. The development of a fuller realization of the fact that aviation is bound to color, often extensively, the content of practically every phase of the elementary as well as secondary program should, it is felt, lead schoolmen to plan for the intelligent inclusion of this new and important factor in our lives in the work of the schools. Some questions of significance to every teacher and administrator are: (1) What are the desirable objectives in the teaching of material related to aviation at the various grade levels? (2) What local considerations should be kept in mind in the development of instructional units in aviation? (3) How many pertinent materials necessary for a full understanding of the "Air Age" be best included in the curriculum? (4) What effect will aviation have upon the content of our present courses of study in reading, mathematics, science, art, industrial arts, social science, and language work? (5) What material related to aviation is being taught at various levels in our schools at the present time? (6) What questions are children at the various grade levels raising regarding aviation? What influence should this have upon the work of the schools in aviation? (7) What special tools might be utilized or developed for the teaching of aviation on the elementary level; on the high-school level? (8) What special preparation and qualifications may be desirable for staff members who teach material related to aviation on the elementary level; on the high-school level? (9) What materials are available from local, state, and national sources?

TO PREPARE SCHOOL BUILDING MANUAL—Realizing the need for assistance to school people and architects planning school buildings and the need for the establishment of definite criteria under which plans for proposed buildings may

be appraised and approved, Dr. Eugene B. Elliott, Superintendent of Public Instruction in Michigan, recently appointed a committee to draft a school building code or manual. It is planned to complete the manual by August 1.

VOCATIONAL REHABILITATION—Returning soldiers, ex-war workers, students, teachers, parents, counselors, and others who want to know about professional opportunities in helping injured persons to re-establish themselves economically, will want to read the composite summary of available literature on *Vocational Rehabilitation as a Career* just completed by Sarah Allen Beard and published by Occupational Index, Inc., New York University, New York 3, N. Y. Single copies are 25¢ cash with order. This is the fourth in a new series of Occupational Abstracts, covering occupations in which post-war employment prospects are good. The editor of the series is Professor Robert Hopcock of New York University. Advance orders for the next ten in the series may be placed now at \$2.50.

SOCIAL DEVELOPMENT—What are the social studies? How does social development take place? How can we tell whether or not youth are developing in social maturity? These are some of the questions answered in the bulletin, *Social Studies for Children*, just published by the Association for Childhood Education. A major portion of this bulletin is devoted to descriptions of experiences that develop social maturity in youth. The bulletin contains 32 pages, costs 35 cents per copy and may be obtained in lots of 24 or more for 30 cents each. It is published by the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington 6, D. C.

ANNUAL CONFERENCE ON READING INSTRUCTION—Crowded conditions created by the number of armed forces stationed on the campus of The Pennsylvania State College have again necessitated the postponement of the annual Conference on Reading Instruction from April to July 19, 20, and 21, 1944. The main theme of the conference this year will be *Developing Basic Reading Abilities*. The conference activities have been organized around demonstrations in the Summer Session Demonstration School, seminars, and lectures. Sectional meetings will be differentiated for elementary and secondary teachers, teachers of exceptional children, supervisors and school psychologists. Complete copies of the program may be obtained by writing to Miss Betty J. Haugh, Reading Clinic Secretary, Room 8, Burrows Education Building, The Pennsylvania State College, State College, Pennsylvania.

INTER-AMERICAN LIFE WORKSHOP—An Inter-American Life Workshop will be held from June 12 to July 19, 1944, at Peabody College, Nashville 4, Tennessee. It is sponsored by the Joint University Committee on Inter-American Affairs. Its purpose is to prepare teachers and others to assume leadership in developing better understanding among the peoples of the Americas. The program will include general meetings, interest groups, informal activities, and individual conferences. There is a probability that the membership will include a small group of Latin-American students. In addition to the academic resources of Peabody college, the workshop will have the help of Latin-American visitors for short periods. Although all the aspects of Latin-American culture will be included in the program, special attention will be given to the arts of our southern neighbor republics. Participants may be permitted to enroll in one additional course provided that it is related to Inter-American affairs. A maximum of eight-credit hours may be earned by workshop participants. The tuition and registration fees for four-credit hours are \$23.50; for eight-credit hours, the fees are \$39.50. Address inquiries to Henry Harap, Peabody College, Nashville 4, Tennessee.

The Book Column

Professional:

BOWER, W. C. *Church and State in Education*. Chicago: Univ. of Chicago Press. 1944. 103 pp. \$1.00. The fundamental concepts underlying the problems of what our public policy concerning church and state in education should be. The author believes that religion must be given a definite place in our educational system if we are to maintain our democracy and to play a part in erecting a new world order after the war. In the school the child will learn the content of religious values in his daily life. This instruction, he states, will not be sectarian. The church, then, can devote its energies to making explicit these religious values and cultivating in the child habits of worship and a genuinely religious life.

BOWLEY, A. H. *Guiding the Normal Child*. New York: Philosophical Library. 1943. 174 pp. \$3.00. The book describes the normal growth and development of children from birth to adolescence, indicating when and how difficulties arise, and how they are best handled. It is a concise account of what is known about this subject and is well-documented for those who wish to make a more extensive study. In the discussion, the interrelationship of the child and his environment are emphasized. It is a readable book for those interested in child guidance and normal growth.

DAME, J. F., BRINKMAN, A. R., and WEAVER, W. E. *Prognosis, Guidance, and Placement in Business Education*. Cincinnati: South-Western Pub. Co. 1944. 216 pp. \$2.00. Here is a book that every counselor, principal, and curriculum worker should read. The authors discuss in an authoritative manner not only the whole problem of helping the pupils but the whole program of content, grade placement, and evaluation in the curriculum. The chapters on vocational standards and follow-up are especially helpful not only in their presentation of material but also in the emphasis placed upon their importance in a business-education program.

DUFF, ANNIS. *Bequest of Wings, A Family's Pleasures with Books*. New York: The Viking Press. 1944. 204 pp. \$2.00. Few young families have had as much fun with books as the four Duffs, and the story of their growing up in the literary heritage of the nursery (and of the just-post-nursery) makes enchanting reading. More than that, it is an exceedingly wise and provocative dissertation on literature and the art of living. There is much that is of real value to the teacher in the way of understanding and suggestions in developing pupils' interests and love for books and for reading them.

DUNN, ARTHUR. *Arithmetic or Revolution*. New York: Guild of American Economists. 1944. 103 pp. \$1.00. The historic crisis before us calls for a concrete, inspiring book to show mankind the way. This offers the kind of program which unites idealism with workability. It answers such vital questions as, are we headed for the age of abundance we have been promised or for another era of breadlines? Can wages possibly stay at their present high levels? Are we destined to a standing army of 10 million unemployed? Can free enterprise emerge from the breakdown in the making? Is most of our postwar income already earmarked for back-breaking taxes? Is here a practical, workable formula that will guarantee total employment in a warless world? Here is a book that every one interested in the economics of the postwar world will profit by reading.

HENBY N. B. editor. *Adolescence*. Chicago: The Department of Education, Univ. of Chicago. 1944. 358 pp. \$3.00. Paper \$2.25. This is the Forty-third Yearbook (Part I) of the National Society for the Study of Education. It not only contains a valuable summary of the results of studies of individual development based on the techniques of investigation in the fields of physiology, physical measurements, psychology, and sociology, but it also explains the interrelationships involved in the findings of such segmental studies and interprets the role of specific aspects of growth in the educational and social adjustments with which the individual is confronted in the crucial periods between childhood and maturity.

HENRY, N. B. editor. *Teaching Language in the Elementary School*. Chicago: The Department of Education, Univ. of Chicago. 1944. 257 pp. \$2.75, paper \$2.00. This is the Fifty-third Yearbook (Part II) of the National Society for the Study of Education. The book gives consideration to the language needs of children in the normal experience of membership in family, school, and community groups. The role of the school in promoting language development is defined in terms of the understandings, skills, and attitudes. The results of recent research pertaining to the content and methods of instruction in written and oral expression are reflected in the formulation of an adequate language-arts program and in the discussion of significant issues on which further investigation is needed. This volume should be a serviceable guide to teachers and supervisors in their efforts to stimulate growth in language power on the part of the pupils in the elementary school. While the book does not summarize research in this field, it does make available to teachers helpful outcomes of speech research and of successful classroom experience in teaching the expressional phases of the language arts. The volume also contains the names and addresses of the members of the society.

HUDEN, J. C. *Development of State School Administration in Vermont*. Burlington: Vermont Historical Society. 1944. 277 pp. The book, dealing with the (elementary) common school, traces the main trends in education organization from 1777 to 1935 and shows how it has been effected and affected by geography, politics, social conditions, and economic phases.

JACKEY, D. F. and BARLOW, M. L. *The Craftsman Prepares to Teach*. New York: Macmillan Co. 1944. 184 pp. \$2.00. Six steps are given together with illustrative material for training for teaching those men who have been trained and had experience as technicians in industry but not as teachers. The fundamental teaching methods and the essentials of the psychology of learning are presented. An excellent guide for anyone preparing to teach industrial workers.

JONES, DANIEL. *An English Pronouncing Dictionary*. New York: Dutton and Co. 1913. 496 pp. \$2.50. This volume contains 54,858 words, including 13,324 proper names. It is a phonetic dictionary providing a record and guide to a form of cultured English speech which has been found to be readily understood throughout the English-speaking world. New words as well as rare words which have recently become common are included. It contains the plural of nouns, the comparatives and superlatives of adjectives, and the inflected form of verbs. The accepted pronunciation of many hundreds of surnames, in which the spelling is not a safe guide, has been ascertained from persons bearing the names. Teachers and pupils will find this book an indispensable aid in their work.

LARIAR, LAWRENCE. *Cartooning for Everybody*. New York: Crown Pub. Co. 1941.

152 pp. \$1.25. Presents easy lessons in learning to be a cartoonist. The course is simple and requires no previous knowledge. All instructions are clearly illustrated by diagrams and drawing, and are amplified by more than 100 illustrations by the country's foremost cartoonists. The subjects included are materials and tools for the trade, how to draw, details from head to toe, movements, including action and gestures, preparatory steps from the rough sketch to the finished drawing, how to create humorous gags and where to find them, and selling the product in magazines, syndicate, advertising, and other markets.

MILLER, J. H., and BROOKS, D. V. N. *The Role of Higher Education in War and After*. New York: Harper and Bros. 1944. 222 pp. \$2.50. This book presents a careful statement of appraisal of the effects of the war on higher education in this country. It then considers the prospects for postwar higher education based on current national trends. It supplies an interesting and challenging statement of influences which promise to predominate in the reconversion of American colleges and universities into peace-time conditions.

MOEHLMAN, C. H. *School and Church: The American Way*. New York: Harper and Bros. 1944. 178 pp. \$2.50. An historical approach to the problem of religious instruction in public education. It is the story of religion in America between 1620 and 1943. It contains basic information upon the problem of religious education in the public school. The author states that "A good way to depreciate religion in the United States would be to re-introduce formal Bible study into the curriculum, for it would turn the existing educational unity into sectarian divisiveness." The book is a clear and competent analysis of the problem.

National Survey of the Higher Education of Negroes. A national study planned with the aid of an advisory committee appointed by the U. S. Commissioner of Education. It encompasses four volumes available through the Superintendent of Documents, Washington, D. C. They are:

Vol. I. Brown, J. C. *Socio-Economic Approach to Educational Problems*. 1942. 166 pp. 40c. Deals with the socio-economic factors as a background for understanding the educational problems involved. It presents a systematic analysis of a vast amount of information, both historical and current, which is basic for adequate opportunity for the higher education of the negroes.

Vol. II. *General Studies of Colleges for Negroes*. 1942. 129 pp. 30c. This volume shows the extent of educational facilities available. It shows status and trends, student personnel, and the special educational services available.

Vol. III. Blauch, L. E., and Jenkins, M. D. *Intensive Study of Selected Colleges for Negroes*. 1942. 125 pp. 30c. This volume is an evaluation of the quality of the educational program in twenty-five higher institutions for negroes. It throws light on the major problems confronting them.

Vol. IV. Caliver, Ambrose. *A Summary*. 1943. 50 pp. 15c. This volume summarizes the reports of the three volumes into a unified and synthesized whole. Contains recommendations and conclusions.

STODDARD, S. D. *Tertiary Education*. Cambridge: Harvard University Press. 1944. 36 pp. \$1.00. In this Ingles lectureship, the author defines the term and un

veils the history of thought on educational training, points out the necessity and possible trends or compass of what might be termed the last part of the formal education of most youth. The author points out that the question is not who can succeed but who can succeed in doing what on the secondary level or between the secondary and the higher-education level.

TRUMP, J. L. *High-School Extracurriculum Activities*. Chicago: The Univ. of Chicago Press. 1944. 210 pp. \$2.00. This book is a report and analysis of the management of extracurriculum activities in the public high-schools of the North Central Association. It is a survey of the status of activities in a selected group of high schools in the twenty states comprising the territory of the North Central Association and an evaluation of these activities in the light of principles of management devised from the literature of school administration. Includes standards for use as the basis of evaluation.

WARNER, W. L., Havighurst, R. H., and Loeb, Martin. *Who Shall Be Educated?* New York: Harper and Bros. 1944. 190 pp. \$2.50. Here is a unique study of the extent to which our boast of equality of educational opportunity in America is actually a fact. Evidence is arrayed in economic, cultural, social, and administrative terms to support the view that equality is only partly realized. Typical experiences of actual students, both white and Negro, are presented to dramatize the handicaps that stand in the way of equal treatment and opportunity. Proposals are offered for improving the conditions described.

WILLIAMSON, S. G. *The American Craftsman*. New York: Crown Pub. Co. 1940. 239 pp. plus 119 pp. of illustrations. \$3.00. Here is the interesting story of an American art that has made America famous as well as the artists. Through a careful searching of old documents, court records, books of accounts, catalogs, newspapers, advertisements, and numerous other sources which could shed some light on the art, the author has carefully and accurately woven his discoveries and information into an authentic story of the history of houses and housebuilding, furniture and furniture making, pottery and pottery making, glass, silverware, weaving, articles of iron and pewter, and other crafts such as lamps, wallpaper, clocks, leather, and transportation equipment. There are 343 illustrations, (all indexed) photographs, documents, and contemporary prints. The book has check-lists of representative early American craftsmen in seven crafts, well selected bibliographies of classified crafts, a general bibliography, and an index.

WINN, R. B., editor. *Encyclopedia of Child Guidance*. New York: Philadelphia Library. 1943. 456 pp. \$7.50. This book of child guidance discusses 216 topics or terms used in this field. Due to the nature of the field, other areas such as psychology, psychiatry, pediatrics and medicine in general, hygiene, education, social work, dietetics, sociology, and anthropology are considered in this relation to the topic under consideration. The terms are described in easily understandable words with the use of a very minimum of technical terms. Each term is discussed by an authority in the field.

Youth Learns to Assume Responsibility. Lansing: Michigan Study of the Secondary-School Curriculum. 1944. 107 pp. 25c. The subtitle, *A Handbook on Experiencing the Ways of Democracy in School*, summarizes both the scope and the function of this third book in the series *Leads to Better Secondary Schools in Michigan*. An introductory section points out that through learning and following democratic procedures in school, youth are aided to un-

derstand and assume the fuller responsibilities of citizenship encountered in mature life. The book is divided into five parts, each of which outlines techniques actually in use in Michigan schools. *Part One* is designed to help students develop a deep devotion to the ideals of democracy and an understanding of problems which challenge full realization of these ideals. *Part Two* discusses various means through which students determine policies and plans which affect their school life. How the student may learn to analyze the facts needed for making decisions is considered in *Part Three*. Ways in which the teacher and the parents encourage responsibility on the part of students is developed by a number of documented examples in *Part Four*. Conservation of our natural resources and community problems created by minority groups are discussed in *Part Five* to illustrate techniques for developing social and civic awareness. The richness and variety of student experiences outlined by the bulletin should challenge other schools to "go and do likewise."

Textbooks:

BARNOUW, A. J. *The Land of William of Orange*. Philadelphia: J. B. Lippincott. 1944. 104 pp. \$2.00. This is one of a series of books designed to introduce boys and girls to the peoples of the United Nations. It is an interesting story of the Dutch people inhabiting that low-lying country. It is not only the story of the present-day life, industry, and culture of this people, but an overall picture of the early history of this nation. It also contains forty beautiful photographs.

BROWN, H. E. *Your Life in a Democracy*. Philadelphia: J. B. Lippincott. 1944. 435 pp. \$1.80. This book is designed for use in the orientation, guidance, or community civics course. It helps the student to develop the habits that build good citizenship; it teaches him not only how government is organized and how it functions but, more important still, how to work with others and how to assume civic responsibilities; it defines his job as a citizen. It is the type of book that should be in the hands of every ninth- or tenth-grade pupil.

BROWN, ROSE. *Two Children and Their Jungle Zoo*. Philadelphia: J. B. Lippincott. 1944. 220 pp. \$2.00. In the colorful village of Santarem in the Amazon valley, a Brazilian family takes a home for the summer. Here Tatu and Jos spend many happy days swimming, riding, and searching the jungle. But their greatest enjoyment is learning about the jungle animals, collecting a zoo of animals, and training them. The author's vivid style and intimate knowledge of Brazil and the attractive illustrations make this book gay and charming reading for boys and girls—a book that fits in admirably with learning about one of our most important South American neighbors.

BUELL, M. H., and SCHULER, F. W. *Physics Workbook*. Philadelphia: J. B. Lippincott. 1944. 378 pp. \$1.12. A combination workbook and laboratory manual for the high-school course in everyday physics. An up-to-date guidebook for special work in machines and electricity. It includes references to ten revised and new physics texts published in the past five years and contains new material relating to aviation, electronics, and other fields of physics now being stressed. It insures complete understanding of each problem by including sufficient explanatory material, points out the many present-day applications of physics, and shows the vital contributions of physics to our modern

ways of living. This manual uses simple, inexpensive equipment in the forty-six demonstrations and fifty-seven experiments, and is accompanied by a *Teachers' Answer Key* and separate unit tests furnished free to users. Contains 200 illustrations.

BURNETT, R. W. *To Live in Health*. New York: Silver Burdett Co. 1944. 332 pp. The book begins with an analysis of the whole health problem. It presents a picture of national health, giving attention to diseases, their courses, their cures, and, more particularly, their prevention. The parts of the body particularly susceptible to disease and injury are studied by the pupil so that he may better protect himself against such. Here, shorn of technical terms, are basic facts for healthful living.

CRAMPTON, C. W. *Fighting Fitness*. New York: McGraw-Hill. 1944. 251 pp. \$2.00. This book is designed as a personal guide to pre-military fitness training for the youth who wishes to prepare himself to render a service to his country through being physically fit. It contains tests and methods of training used in the Army and Navy. Physical education teachers will find this book helpful to themselves as well as to their pupils.

CRISP, K. B. *Health for You*. Philadelphia: J. B. Lippincott. 1944. 576 pp. \$1.80. This book is based on the author's popular book, *Be Healthy*. It is the result of experimentation and development in the regular classrooms of the Denver public schools. It is a functional high-school health text designed for pupil use. In it students are taught ways to improve and maintain personal and community health. The first three sections stress personal health while the last two, community health and safety. The book is attractively illustrated. It is provided with a teacher's manual free of charge. For those interested in giving some attention to sex hygiene instruction, the author has provided a separate pamphlet on *Growing into Maturity*. This too is free.

CRUMP, IRVING. *Our Marines*. New York: Dodd, Mead. 1944. 236 pp. \$2.00. The full story of the "leatherneck" is here told with many authentic descriptions of battles and landings on foreign soil. Here is an interesting story of how the Marine lives and how seriously he takes his work and his equipment. After reading this book no one will wonder how the Marines have gained such respect as fighting men from those they go against. It is a colorful and heroic history that the Marines have made for themselves and the author has achieved an almost unsurpassable excellence in the relating of this history.

CUMMINGS, E. E. *One Times One*. New York: Henry Holt and Co. 1944. 54 pp. \$2.00. A collection of fifty-four poems written in an unusual manner and with a style all the author's own—add to this the author's subtle wit and you have an hour of hitherto unexperienced enjoyment.

DRANEY, HOHN. *Diesel Locomotive—Electrical Equipment*. Chicago 37: 1944. 388 pages, 235 photographs and drawings \$3.75. It contains one chapter each on current electricity, principles of a generator, Ohm's law, electrical power measurements, transmission equipment, General Electric light-weight diesel locomotive, Baldwin-Westinghouse equipment for switching locomotives, electromotive equipment. Alco-G.E. 660 H. P. and 1000 H. P. diesel-electric locomotives, Alco-G. E. diesel-electric road locomotive 2000 H. P. equipment, and an index. This book is adapted to meet the needs of those interested in the maintenance and operation of modern diesel locomotives. The use of

diesel locomotives is rapidly increasing on railroads and in industry, and, therefore, there is an increasing demand for trained men to maintain this new equipment. The book will prove very useful not only by individuals for home-study, but also for classroom use in schools.

DUSTIN, A. B. *Deerwander Farm*. Boston: L. C. Page and Co. 1944. 301 pp. \$2.50.

This book with its 18 line drawings is the story of Nancy Hartwell of the New Hampshire hills. It is a story that will appeal to both young and old, boy and girl. Stories of hunting, making maple sugar, the county fair, the forest fire, the mystery of the marsh, the country sale, and many others are carefully woven together into one continuous and enticingly interesting story that impells the reader to want to continue reading until the end of the book.

FRISKEY, MARGARET. *Corporal Crow*. Philadelphia: David McKay Co. 1944. 32 pp. \$1.00. A beautifully illustrated story of Inky, a crow who with others (Johnny Cottontail, the Seventh Little Diving Duck, and the chickens) work to save a field of corn from the Japanese beetles.

GRAFF, A. D. *The History of Pennsylvania*. Philadelphia: J. C. Winston. 1944. \$1.35. A new, modern study unit of state history for use in the high-school curriculum.

GREER, C. C. *Foods for Home and School*. New York: Allyn and Bacon. 1944. This new book meets wartime demands in our home economy. Recipes have been made in the light of the laboratories' latest evaluations of the vitamins, of fats, including vitaminized margarines and other butter or lard alternates. The quantities of ingredients have been reapportioned to help in the national need for conservation.

GREER, C. C. *Your Home and You*. New York: Allyn and Bacon. 1944. Food will build a new America! This is the theme of both of Miss Greer's new books. It emphasizes the importance of food to man's health and longevity. It covers the whole field of home economics and is a book for a composite course. It is a book for the more intensive course in foods, in accord with the popular plan of introducing home economics with a composite or survey course and then following with intensive courses. It prepares young pupils for modern life, emphasizing co-operation in home and family, and teaching the basic facts regarding foods, health, budgeting, the art of dressing sensibly and well, proper care of home and clothing, intelligent buying. A story introduces each new topic with the human-interest approach.

GREITZER, S. L. *Elementary Topography and Map Reading*. New York: McGraw-Hill. 1944. 157 pp. \$1.60. This book makes topography and map reading simple, interesting, and practical. It explains how maps have developed, how they are constructed today, and how to read, interpret, and use all kinds of maps in different areas of occupational life. It includes scores of helpful illustrations and diagrams.

HANKINS, G. C. *Our Global World*. New York: Gregg Pub. Co. 1944. 91 pp. \$1.32. This book is a brief treatment of geography from a world-wide point of view, suitable for use in junior high-school and senior high-school classes, where the time that may be devoted to geography is somewhat limited. It deals with the broad phases of world geography that should be familiar to students in all social studies programs. It is especially adopted for a few weeks' study courses in history, economics, or other social studies where time is not

available or a full term of geography. Chapter I, with its illustrations and descriptive text, brings the student at once into a field of present-day interest—a brief survey of the development and use of the airplane, rarely available for school instruction. This information will be of permanent interest and value. Chapter II on "Maps and How to Read Them" presents fundamental facts needed for map interpretation, not only in geography, but also in history, economics, current events, and in the reading of newspapers and magazines. This chapter brings out the relationships between the globe and flat map in a way that teachers and pupils can understand and appreciate. The remaining chapters deal with the topography, natural regions, climate and weather, natural resources, population, and economic development of our global world. The book is profusely illustrated with large pictures directly related to the printed text.

HATCH, ALDEN. *Glenn Curtiss*. New York: Julian Messner. 1942. 294 pp. \$2.50. The life story of Glenn Curtiss and naturally with it the history of the development of aviation. Here we have interesting reading about many of the firsts in aviation as well as some interesting episodes from the life of Alexander Graham Bell as he became absorbed in this new field. It is mostly due to Glenn Curtiss' vision, courage, and persistence, that America is pre-eminent in the field of naval aviation.

HATCH, ALDEN. *Young Willkie*. New York: Harcourt, Brace, and Co. 1944. 224 pp. \$2.50. An interesting, authentic story of the Indiana boyhood and youth of Wendell Willkie. This biography with its vivid conversations and intimate pictures of early life in Indiana and elsewhere, its people, its graphic scenes of action, is one of the most alive and exciting stories of boyhood and youth in America. Adults as well as high-school students will enjoy reading it.

HAYWARD, W. S., and HAMILTON, D. A. *The American People*. New York: Sheridan House. 1943. 307 pp. \$3.00. A popular history of the United States from 1865 to 1941. Here is a dramatic narrative of the basic fundamentals of United States history told in a simple, entertaining style. It shows how a heterogeneous people became welded into a homogeneous nation.

HUMPREVILLE, FOSTER. *Alfred Ahoy!* New York: McBride and Co. 1944. 64 pp. \$1.00. Even if you have followed Alfred in *Collier's Weekly*, you'll still enjoy looking at and reading these fifty-four cartoons of one of the best-loved goofs in the cartoon world. Here are some episodes out of the life of Alfred, the lovable mariner with the mentality of a child and a heart of pure platinum.

HUMPHREYS, DENA. *On Wings of Song, The Story of Mendelssohn*. New York: Henry Holt and Co. 1944. 285 pp. \$2.50. This story as it is written has all the fascination of a novel. It tells of his life, his early beginning at composing, his concert tours, his generous and affectionate nature, and his shunning of fame and adulation. The story is all here in true and lively detail, beautifully illustrated, so that it becomes interesting reading.

JOHNSON, M. S., and H. L. *Rex of the Coastal Patrol*. New York: Harcourt, Brace, and Co. 1944. 93 pp. \$2.00. The story is about a shepherd dog separated from his master. He joins a pack of wild dogs in search of food. They were all killed except Rex, who was turned over to the coast guard. The story of how, after being trained, he caught and guarded his first war prisoner is interestingly told.

KELSEY, A. G. *Beyond the Blue Pacific*. New York: Friendship Press. 1944. 122 pp. \$1.00. Paper 60c. This short unit will form excellent, understandable material for the study of this interesting history-making section of the

world. Young readers will enjoy reading and studying this interesting presentation. The main events in these twelve stories are true and a number of the characters bear their real names. Teaching plan and procedures for this book are presented in a *Junior Teachers' Guide on Southeast Asia* by the author.

KOHT, HALVDAN, and SKARD, SIGMUND. *The Voice of Norway*. New York: Columbia Univ. Press. 1944. 313 pp. \$3.50. Here is the history of Norway from the Vikings to the Nazi invasion (this by the former author) and her literature from the ancient Edda to the underground war poetry today (this by the latter author). It is a fascinating story of an independent and intelligent, liberty-loving and law-abiding people whose democratic ideals drive them on against all odds to struggle against the tyranny of "the Master Race."

KRUEGER, W. *The Fundamentals of Personal Hygiene*. Fourth Edition, revised. Philadelphia: Saunders Co. 1944. 315 pp. \$1.75. The book attempts to motivate the student to formulate a rational health program and thus acquire the art of living healthfully. The book provides information to meet the student's daily needs in the matter of personal hygiene. It is adapted to present day points of emphasis on this big problem of keeping fit.

LEMASTER, C. A. *Aircraft Sheet Metal Work*. Chicago 37: American Technical Society. 1944. 388 pp. \$3.75. This new book serves as a basic course of instruction for apprentices and other students of aircraft sheet metal work, and as a refresher for mechanics who are more or less experienced in the work of this trade. The first chapters deal with safety rules, personal and shop-furnished tools, and blueprint reading. The other chapters progress from simple to more complicated processes and operations. Emphasis is always placed on how to do the work. Many simple yet practical projects have been included at the end of those chapters which deal with processes. These projects are progressive in line with the chapter content. Many instructive pictures showing actual operations in the shop, plus an even greater number of drawings, are used throughout the book to illustrate typical sheet-metal work and the principles explained. Another very helpful feature is the series of questions and answers that appear in connection with most chapters.

MASON, F. W. *Pilots, Man Your Planes!* Philadelphia: Lippincott Co. 1944. 213 pp. \$1.75. A stirring story of the exploits of men in the Army Air Force on the faraway Pacific and Mediterranean. Boy readers will imagine themselves doing the same heroic deeds these men performed and will follow their vivid and breathtaking exploits avidly.

MEARS, E. G. *Pacific Ocean Handbook*. Stanford University: 1944. 200 pp. \$1.00, Cloth \$2.00. A compact, up-to-date Pacific almanac and geography for the navigator and traveler of the Pacific Ocean. Practical facts of this vast "sea world" have been marshaled for our Armed Forces stationed in this greatest arena of conflict in which man has ever struggled for mastery and for those of us interested in their new "sea world" environment. Over sixty informative maps and charts cover the whole area. Graphic, large-scale maps provide perspective equipment in convenient form in this handbook of the Pacific.

MONTGOMERY, RUTHERFORD. *Big Brownie*. New York: Henry Holt. 1944. 222 pp. \$2.00. In this book the author gives a wonderful portrait of a true king of beasts, Big Brownie, one of the rare Kodiak bears, the largest flesh-eating animal in the world. It is the story of Big Brownie and his sister growing

up together learning the ways of the wilderness. The book is based on a true story of the successful fight of nature lovers and conservationists to protect the Kodiak bear from the hunter whose reckless ways were bound to exterminate them. This tale of a young Kodiak bear and his human protectors combines adventure with a wealth of detail about the wild life of Alaska.

MORLEY, CHRISTOPHER, editor. *Sherlock Holmes and Dr. Watson*. New York: Harcourt, Brace, 1944. 366 pp. \$1.20. Five famous stories that every boy and girl will enjoy as his introduction to Sherlock Holmes. The editor has made an excellent selection; his introduction, footnotes, suggested topics for discussion, his synopsis of the complete Sherlock Holmes, and his suggestions for continued study, all contribute to the making of a book that should be in demand among high-school pupils.

PINKERTON, KATHERINE. *Farther North*. New York: Harcourt, Brace, 1944. 181 pp. \$2.00. Here is an interesting story of the wilderness country beyond Fox Island in the north woods. Five persons, four of teen age, take a month's canoe trip into these wilds. The leader of the group, a trapper, is injured by a claim jumper and getting him back was a task calling for the greatest ingenuity in overcoming hardships and dangers which come in their way. Ann Jackson is now two years older than she was in the author's book *Fox Island*.

POMEROY, A., and FISK, MCKEE. *Applied Business Law*. Cincinnati: 1944. 634 pp. \$1.72. This is the outgrowth of a book published in four successful previous editions. However, the title has been changed because the new book has an entirely new approach with a new style and new emphasis. Running throughout the entire book is emphasis on the personal and immediate values of law in everyday activities rather than just the strictly business applications. It has been written so that it will have a popular appeal to high-school students. It appeals to their imagination. Its principles are based upon situations that are easily understood. The optional workbook provides not only problems and legal forms, but also short-answer tests covering each unit. These review tests will prepare students for the legal tests and examinations and for state or Regent's examinations where these are commonly required. Optional series of achievement tests are available. The last test in the series is a final examination covering the entire course. All these tests are objective in nature. A teachers' manual is furnished free when *Applied Business Law* is adopted or ordered for class use. The teachers' manual provides teaching suggestions, a bibliography of reference materials, specific suggestions for teaching each lesson, and answers to all the questions and case problems.

POPE, LIEUT. COLONEL F. *The Airplane Power Plant*. Yonkers-on-Hudson 5: World Book. 1944. 88 pp. \$1.40. Teacher's Manual and Key with Tests. This is a singularly teachable and well-written presentation of the operation of aircraft engines—a book that high-school students will understand and enjoy. Boys and girls today are intensely alive to the possibilities in aviation and the topics treated in *The Airplane Power Plant* will be intrinsically interesting to them.

QUINN, VERNON. *Picture Map Geography of Canada and Alaska*. Philadelphia: Lippincott Co. 1944. 114 pp. \$2.00. Here is a beautiful book that is truly inviting with its array of facts and colorful pictorial maps. Here is a book with important facts that every youth needs to know about the terrain, climate,

life, and resources of Canada and Alaska. The facts are so presented that they are easy to learn and to remember.

REEVE, W. D. *Essential Mathematics*. New York: The Odyssey Press, 1943. 291 pp. \$1.32. A combined text and workbook giving instruction and practice in arithmetic, informal geometry, elementary algebra, scale drawings, and numerical trigonometry. It presents basic and important material for a knowledge of the essential principles and processes in mathematics.

REEVES, D. D., editor. *The American Way*. New York: Philosophical Library, 1944. 71 pp. \$1.50. These are selections from the public addresses and papers of Franklin D. Roosevelt over fifteen years of his life. In them one discovers the underlying philosophy that has shaped the American way of life from Washington, Jefferson, and Lincoln to Roosevelt.

REICHGOTT, DAVID, and SPILLER, L. R. *Today's Geometry*. New York: Prentice Hall, 1944. 400 pp. \$1.96. In this book, formal demonstration has been kept to a minimum. The use of problems as practical applications of the theorems has been stressed. Illustrations and the use of everyday examples form an important part of the course. Air-mindedness and other topics which have a practical bearing in the ordinary affairs of the pupil's life have been stressed in order to give the pupil a basic conception of the fundamentals of geometry. Illustrations and pictures, reviews, problems, (with answers to the more difficult ones) student projects, including the development of a student scrapbook, as well as ample discussion material all combine to make this book not only teachable for the teacher, but also interesting to the pupil. The physical make-up of the book is such as will immediately appeal to the pupil.

ROBERTS, C. W., HARRIS, J. W., and JOHNSON, W. G. *A Handbook of English*. New York: Oxford University Press, 1944. 292 pp. \$1.35. This book presents the basic principles of good composition, each followed by exercises and broken into units convenient for class assignment or private study. The main divisions of the text are: grammar, diction, the paragraph, the whole composition, argumentation, the library, the manuscript, punctuation, and spelling.

SAROYAN, WILLIAM. *The Human Comedy*. New York: Harcourt, Brace, and Co. 1943. 299 pp. \$1.16. This is a novel of everyday life, full of instances and events that are common and familiar to both young and old—not preachy, but subtle in the lessons of tolerance and kindness toward humankind. The illustrations drawn by Don Freeman add much to the enjoyment and understanding of the story illustrating life in the United States but localized in Ithaca, California. The story is a simple one of family life in a small ordinary community. The characters are human and lovable—one that every boy and girl in high school will enjoy reading.

SMITH, E. R., editor. *Meet an American*. New York: Harcourt, Brace, 1944. 480 pp. \$1.60. This is an approach to both biography and an understanding of American life. It is a case study of those characters, actions, and achievements which have given rise to a belief in the existence of an "American way of life." It is a composite biography drawn from contemporary literature that records the thoughts and deeds of many individuals as they fulfill certain potentialities in our American life. The selections, seventy-five in number, give an excellent cross section of American thought and endeavor. The book concludes with a section "aids to appreciation" which provides teaching suggestions in each unit presented.

STAUFFER, R. R., and CUNNINGHAM, W. H. *Adventures in Modern Literature*. New York: Harcourt, Brace. 1944. 1042 pp. The selections have been chosen upon the point of view of getting pupils to read what is good and from which they will be led to enjoy what they read. They have been chosen with the normal interests of high-school boys and girls in mind, portraying aspects of contemporary life as reflected by present-day writers. The motion picture, the radio, the magazine are included as well as the traditional forms of short story, novel, biography, drama, and poetry. The major divisions of the book are the short story, the article, biography, modern poetry, drama, and the novel. Each division has introductory matter that has been made as brief as possible, laying stress upon ideas rather than facts. Each selection has data about the author and has helpful suggestions for further study. The book contains 125 selections of writings representing seventy different authors.

TEUSCHER, R. H. *Practice in English*. New York: Harcourt, Brace. 1944. 197 pp. \$1.08 cloth, 60c paper. Drill exercises for the teaching of the structure and correct use of the English language. It deals with the fundamental elements of the simple sentence, then proceeds with an explanation of the kind of words to be found in simple sentence, their relation to each other, and their correct use. It can be used alone as a text or used as a supplementary aid with other texts.

THRAP, L. H. *A Sounding Trumpet*. New York: McBride and Co. 1944. 237 pp. \$2.00. Here is the interesting story of Julia Ward Howe and "The Battle Hymn of the Republic." After reading this, the reader will have a greater appreciation for this great hymn and its author. It is the biography of the author, who died in 1910.

TUNIS, J. R. *Rookie of the Year*. New York: Harcourt, Brace, and Co. 1944. 199 pp. \$2.00. Here is an interesting story of the Cardinals as they neared the end of the baseball season. It is the story of Bones Hathaway, the rookie pitcher and mainstay in the pennant race. Here is a fascinating story of baseball life in the major leagues with some play-by-play descriptions of the games themselves. Any boy will enjoy reading every page of this book.

TUPHOLME, C. H. S. *20th Century Engineering*. New York: Philosophical Library. 1944. 201 pp. An unusually interesting book about most aspects of modern engineering which, to the laymen, will be useful reading, and to the future engineer both stimulating and instructive. It shows many technical developments spread over a wide field.

VAZQUEZ, ALBERTO. *Cuentos Del Sur*. New York: Longmans, Green. 1944. 248 pp. \$2.00. This anthology of twelve popular short stories by Manuel Rojas, Benito Lynch, Horacio Quiroga, Manuel Galtez, Hugo Wast, and Rafael Maluenda has been prepared for second-year Spanish students. The stories cover a wide variety of subjects and portray different aspects of Spanish-American life. Editorial notes, questions, and vocabulary provide aides for teaching and study.

WARD, M. B. *Boat Children of Canton*. Philadelphia: David McKay Co. 1944. 92 pp. \$2.00. The story of Mui Lang and Elk Khi with their parents in their Chinese boat-home, the war with its bombings, separation from their parents, and their union. A story of war-torn China and the undaunted courage of her people for a new China.

WOODWARD, W. E. *The Way Our People Lived*. New York: Dutton and Co. 1944. 402 pp. plus 32 supplementary pages of pictures. \$3.95. Here is a fascinating book about the manners and customs of average Americans over three centuries. In each of the eleven chapters there is a different set of people. One learns how the common man lived, worked, and played. The characters are fictional, talkative, and pleasant. In this human, lively, vivid story, the author has painted in the authentic background of the country.

WOODWORTH, R. S., and SHEEHAN, M. R. *First Course in Psychology*. 1944. 445 pp. \$1.80. Here is a book written for high-school pupils in terms of their experiences and in language they can understand. The book attempts to fortify the young reader with a new and more critical understanding of himself and of the world, and so has combined with the usual material on mental hygiene, guidance, and personality, a simple treatment of such topics as perceiving, thinking, reading, and the psychology of individual and racial differences. Although planned for a year's course, the book can be readily adapted to the requirements of a shorter course. Exercises and a glossary are provided for each chapter.

WOOLLEY, EDWIN C., SCOTT, FRANKLIN W., TRESSLER, J. C. *Handbook of Writing and Speaking*. Boston: D. C. Heath and Co. 1944. 322 pp. \$1.28. Teaches students how to express themselves clearly, correctly, and vividly, how to develop habits of logical thinking, how to use reference tools easily and efficiently, and how to gain true mastery of grammar. It may be used both as a textbook and a reference book. It is a dictionary for words and an encyclopedia for facts. Anyone familiar with the famous and authoritative Woolley's *Handbook of Composition* will at once recognize the worth of this new book.

Pamphlets and Other Teaching Aids

AHR, A. F. and Others. *Junior Aviation Maintenance and Repair*. Albany: New York State Education Department. 1942. 77 pp. An Industrial Arts course for high-school pupils containing a large portion of the content which is required of all contestants for a private pilot certificate.

The Americas. A Continent of Friendly Nations. Washington, D. C.: The Pan American Union. 1943. 16 pp. each. 5c each. For young readers in the elementary grades and junior high school. A series of attractive booklets for the study of Latin America. The series are illustrated and have the covers in colors. They include *The Pan American Union*, *The Panama Canal*, *The Snake Farm at Butantan*, *Francisco, Pizarro, Cabez a de Vaca's Great Journey*, *The Incas, Jose de San Martin*, *The Pan-American Highway*, *The Araucanians*, and *The Guano Islands of Peru*.

American Railroads and the War. Washington, D. C.: Association of American Railroads. 1943. 76 pp. The story of what the railroads are doing to help win the war—their gigantic task and how they have so effectively coped with a difficult situation.

ANDERSON, G. L. *Adapting the High School to Wartime and Postwar Needs*. Minneapolis: Univ. of Minnesota Press. 1943. 53 pp. 50c. Describes modifications made in this school to meet rapidly changing needs of pupils. It has special value to teacher, supervisor, or principal because the text contains complete references to material used in the classes and by the teachers—names of books and pamphlets, authors, publishers, dates of publication, and sources of visual aid material.

An Enlarged Program of Vocational Education with Special Reference to Larger Administrative Units. Washington, D. C.: American Vocational Association. 1943. 52 pp. 40c; 35c in quantities of 10 or more. This bulletin presents the salient features of vocational education and indicates the direction of need for better vocational training programs and for larger administrative units if a more equitable distribution of vocational training opportunities are made available for all youth according to their potential needs.

ARNDT, C. O., TUROSIENSKI, S. K., and TUNG YUEN FONG. *Education in China Today.* Leaflet No. 69. Washington 25, D. C. Supt. of Documents. 1944. 12 pp. 5c. Discusses the conditions under which Chinese schools from the elementary to the university level are "carrying on" in wartime. A chart, tables, and bibliography are included.

Australia Looks to the Future. New York: Australian News and Information Bureau, 610-5th Ave. 1944. 25 pp. Free. A report on Australian thinking on war and postwar problems.

AUFRIECHT, HANS. *War, Peace and Reconstruction.* New York 18: Commission to Study the Organization of Peace, 8 West 40th Street. 1943. 50c. 25 or more copies—10 per cent discount. This up-to-date bibliography lists over two thousand books, articles, and pamphlets helpful to an understanding of international problems of reconstruction. It includes both the most recent publications and earlier writings. This selected listing should prove to be a very useful aid for research, classroom, and study group use.

BARUCH, B. M., and HANCOCK, J. M. *Report on War and Postwar Adjustment Policies.* Washington 25, D. C.: Supt. of Documents. 1944. 108 pp. 20c. The authors present these major suggestions in outline, the report itself, and a more extensive treatment of these subjects—contract termination, surplus, property, and tightening the industrial war machine. They point out there is no need for a postwar depression.

BATHURST, E. G., and MACKENTOSH, H. K. *Inter-American Education.* Washington, D. C.: Supt. of Documents. 1943. 66 pp. 15c. A curriculum guide which attempts to give a comprehensive picture of the potentialities for inter-American education in the elementary and secondary education and college levels.

BLACKSTONE, E. G. *Speed Typing.* New York: Prentice-Hall. 1943. 51 pp. 80c. Presents the idea of having the pupil develop a basic typewriting skill of forty words per minute in twenty-three lessons. The pupil begins with four keys the first day and each succeeding day a key is added with review of each previously taught key to build up and increase his control of these keys.

BOTELHO, F. M. *What You Want to Say and How to Say It in Portuguese.* Philadelphia: MacRae-Smith Co. 1944. 80 pp. 40c. This small, pocket-edition booklet prepared for use of Americans traveling in Brazil or other Portuguese speaking countries is developed on a utilitarian basis. In a few instances some of the expressions are not those too commonly used. Similar volumes are available in Russian, French, German, Italian, and Spanish at the same price.

BROWN, EARL. *Why Race Riots?* New York: Public Affairs Committee. 1944. 31 pp. 10c. Outlines and discusses a comprehensive social and economic program for relieving racial tensions, such as arose in Detroit.

BROWN, J. C. *Easy Arithmetical Short Cuts.* Pelham 65, New York: The author. 1944. 25c. The book contains many short cuts in computation.

BROWN, J. C. *Easy Tricks with Numbers.* Pelham 65, New York: The author. 1944. 25c. This book contains 108 number tricks and mathematical recreations. Each trick is fully explained. The book appeals strongly to teachers and pupils of the elementary- and high-school levels.

Central YMCA College. *ABC's of Scapegoating.* Chicago: The College, 19 South La Salle St. 1944. 72 pp. 25c. An objective study to the end that the constructive forces in America may understand better the threats with which we are faced. The book is the result of a seminar devoted to the study of psychological problems in morale. It attempts to create an understanding of how prejudices, including how race prejudices arise and how they may be overcome. A guide to developing a world in which all men can work together in harmony.

CHAMBERLAIN, W. H., and STEWART, M. S. *Modern Japan.* St. Louis: Webster Publishing Co. 1942. 93 pp. 30c. The story of who the Japanese are, their development, their economy, their government, and their position in the shaping of the future destiny of the great continent, Asia.

CLARKE, F. *The Study of Education in England.* London: Oxford Univ. Press. 1943. 60 pp. 85c. Presents the needs of education in England, the present conditions, the hindrances, and a policy of action.

College Entrance Examination Board. *Forty-Third Annual Report of the Executive Secretary.* New York: The Board, 425 W. 117th St. 1943. 57 pp. 25c. The report for the year ending September 30, 1943.

Commission to Study the Organization of Peace. *Fourth Report.* New York: 8 West 40th Street. 1943. Single copy, free. The *Fourth Report* is divided into four parts, each is printed as a separate pamphlet. The *General Statement* of the *Fourth Report* deals with the fundamentals of the international organization, and outlines eleven basic proposals. *Part I* deals with *Security and World Organization*, and recommends an international air-police force for emergency preventive action. *Part II* deals with the *Economic Organization of Welfare*, and suggests several institutions which should be set up, some which go beyond the official plans so far announced, for the promotion of welfare. *Part III* deals with international justice and the safeguard of human rights.

Committee on Professional Education. *Educational Qualifications of Health Educators.* New York 19: American Public Health Association. Isabel B. Landy, Association Secretary, 1790 Broadway. 1943. 5 pp. Free. The report outlines the general scope of health education, its functions, and the broad educational background required by those engaged in the work.

Committee on Tenure. *Wartime Aspects of Teacher Leaves of Absence.* Washington, D. C.: National Education Association. 1943. 15 pp. 15c. A report on leaves of absence policies in cities of over 30,000 population.

Communication Arts and the High-School Victory Corps. Washington 25: Supt. of Documents. 1944. 76 pp. 25c. This new pamphlet suggests ways in which

teachers of the following communication arts can further serve the high-school program's wartime objectives; English, speech, foreign languages, journalism, dramatics, music, art, graphic arts, libraries, radio, and visual education. It supplements the basic High-School Victory Corps handbook which recommended changes in high-school programs to meet war needs.

Conserve Critical Resources. Washington, D. C.: Office of War Information. 1943. 15 pp. Free but not for general distribution; for the use of media presenting information to the public about the U. S. Government program to fight waste and effect savings in industries through public participation and co-operation.

CRAF, J. R. Army Selectee's Handbook. Standford University: Stanford University Press. 1943. 79 pp. 56c. Gives the answers to the many questions which every selectee asks, removing much of the mystery which lies beyond the induction center. Helpful to the youth who will soon be inducted into the Armed Forces on becoming eighteen years of age.

Curriculum Development in the Social Studies. New York: Board of Education. 1943. 120 pp. Reports the initial stage of a co-operative project in which the teaching staff participated in building a social studies curriculum for kindergarten to grades nine inclusive.

CUTTER, WALTER. Panic and Its Control. New York: National Conservation Bureau, 60 John Street, 1943. 16 pp. 10c. Deals with the epidemic of group fear, its consequences and how panic may be prevented in places where large numbers of people assemble. Beginning with a discussion of the nature of panic, the author proceeds to describe the causes of panic, the effects of panic on individuals and groups, and panic precautions, prevention, and control. Safeguards and safety devices are described. Intended to serve as a practical guide to management and supervisors of public auditoriums, theatres, churches, restaurants, amphitheatres, and other places where large groups of people congregate.

DOYLE, H. G. Progress in the Teaching of Spanish and Portuguese. Cambridge, Mass.: Harvard Educational Review. 1943. 7 pp. A review of historic developments in the teaching of Spanish and Portuguese.

Educational and Occupational Follow-Up Study. Cincinnati 2: South-Western Pub. Co. 1943. 16 pp. Single copies free to business teachers and school administrators. Based on a ten-year study (190 pp. unpublished) of 3,735 graduates and 2,222 drop-outs of the Senior High School of Warren, Ohio, entitled *Occupational Preparedness for Warren Youth*. The study was undertaken to determine the educational trend and the occupational status of the alumni of this high school to be used as occupational guidance and as the basis for the improvement of the course of study in this school.

Educational Research Service. Basic Salary Schedules for Principals in Regular Day Schools and Special Schools in Seventy School Systems in Cities over 100,000 in Population. 1942-1943. Washington, D. C.: National Education Association. 1943. 37 pp. 50c. Data given on principals and assistant principals for elementary and senior-high schools. Study shows fifty per cent of those reporting received a bonus, and the medium salary with five years of training for elementary-school principals \$3,180 and for senior high-school principals \$3,700.

Educational Research Service. Education in Lay Magazine, December 1, 1943. Washington, D. C.: National Education Association. 1943. 27 pp. 25c. Briefs of articles.

The Effect of the War on Child Labor Legislation During 1943. Washington, D. C.: Childrens Bureau, U. S. Department of Labor. 1944. 7 pp. Free. A reprint of the article which appeared on pages 69-73 of the November, 1943, issue of *The Child*, the subscription for which is fifty cents per year through the Superintendent of Documents, Washington, D. C.

EITEL, O. K. *Musical Calendar of Great Composers.* Chicago: Musical Calendar Department, Bismarck Hotel, 1944. 25c. An authentic chart of composers that will enhance one's enjoyment of music. The calendar is beautifully printed in colors—golden yellow, fern green, coral, and deep black—on fine paper stock. It shows the lives of forty-three outstanding composers in relations to each other and to the great events of history through which they lived and found inspiration. Places of birth, the most representative works and their dates, and other priceless information are shown.

Engineers' Council for Professional Development. New York: The Council, 29 West 39th Street. 1944. 52 pp. Free. The Eleventh Annual Report of Engineer's Council for Professional Development giving attention to the increasing usefulness of the technical institute, and to reports on student selection and guidance, accrediting curriculums, professional training, and recognition, engineering ethics, and related areas.

The Far East and Adjoining Areas. New York: American Council and Institute of Pacific Relations, 129 East 52nd St. 1944. Map size 37 x 50 inches. 25c. A large colored map showing boundaries, capitals, principal railways, and motor roads under construction, head of navigation on rivers as well as the principal production areas. It also contains enlarged sections of the Indian Ocean area, and the Solomon Islands as inserts. Valuable as a guide to war activities in this area.

The Fight to Serve. Washington 8, D. C.: Moral Re-Armament, Post Office Box 1753. 1943. 93 pp. 50c. Moral Re-Armament presents its program of contributing to the war effort.

FISHBEIN, MORRIS, and IRVIN, L. W. *First-Aid Training.* Chicago: Lyons and Carnahan. 1943. 216 pp. 80c. A study and practice book containing fourteen units for secondary-school students use and including specific instruction, activities, problems, summaries, tests, and other material designed to reinforce what has been learned. The techniques described are those well recognized by the medical profession.

Follow-up of Secondary-School Students. Lansing: Michigan Study of the Secondary-School Curriculum. 1943. 70 pp. 25c. A handbook and guide for making follow-up studies of high-school graduates and drop-outs, containing questionnaires and bibliography of thirty sources.

FOSDICK, R. B. *The Rockefeller Foundation.* New York: The Rockefeller Foundation. 1944. 63 pp. Free. A review of the activities of the foundation in 1943.

FRUTCHEY, F. P. and LATHROP, F. W. *The Victory Farm Volunteers Do Good Work.* Washington, D. C.: U. S. Department of Agriculture. 1943. 103 pp. Free. Mimeograph. A report on several studies of the activities of the Victory Farm Volunteer Program with relation to its three types of programs—live-in, day-haul, and camp.

GRATTAN, C. H. *Lands Down Under.* St. Louis: Webster Pub. Co. 1943. 93 pp. 30c. Describes the country, the climate, the people, the government, and industries of Australia, the only nation that occupies an entire continent.

GREIDER, ALVIN. *A Critical Analysis of the Planning of Disbursements in Colorado School Districts*. Boulder: Univ. of Colorado. 1943. 23 pp. The author shows a definite need for more careful supervision of local budgets and expenditures by state authorities and points out the false economy and questionable wisdom of poorly financed and inadequately empowered state departments of education.

HALLACK, C. M. *West of the Date Line*. New York: Friendship Press. 1944. 64 pp. 50c. A beautifully illustrated booklet on the peoples of Southeast Asia with the purpose of developing friendly relations. Its text, pictures, and maps make it a valuable supplemental aid in high-school instruction. Pupils will enjoy reading and studying the booklet.

HAMLIN, H. M., and SANFORD, C. W. *The Place of Agriculture in the Secondary-School Program*. Urbana: Univ. of Illinois. 1943. 37 pp. Points out how agriculture as a subject may be developed further in junior and senior high schools.

HAZEN, H. H. *Syphilis in the Negro*. Washington, D. C.: Supt. of Documents. 1942. 16 pp. 20c. A handbook for the general practitioner, also of informational value to the teacher.

HEBLE, H. H. *What Can We Do with a Social Studies Education or Vocational Opportunities in the Social Studies*. Appleton, Wisconsin: Appleton High School. 1943. 6 pp. An excellent and comprehensive outline of what is included in the field and the jobs related to this broad field.

HICKS, W. C. *Your Part in Winning the War*. Washington 8, D. C.: You Can Defend America. P. O. Box 4834. 1942. 27 pp. 50c. A series of twelve lessons in patriotism through the fullest participation of everyone in the community's united effort to win the war and to win that greater victory over the causes of war. For classroom use in upper elementary- and high-school grades.

HILL, F. F., and HARPER, F. A. *Have We Food Enough For All?* New York 20: Public Affairs Committee. 1944. 30 pp. 10c. This change in diet need not, the authors point out, deprive any American of adequate nourishment. In 1943, without any significant change in our diet, we provided food for about 16,000,000 persons outside of the United States. We can help feed many more of the world's 200 to 350 million "hungry" as further areas are liberated if we eat more "crop foods" like soybeans, wheat, dry beans, and potatoes, they declare. If the American people will eat less meat for a while, we can take care of our own food requirements and our share of the war and postwar needs of the world.

How to Use an Encyclopedia. Chicago: The Quarrie Corporation. 1943. 19 pp. 10c. Free. A handbook for schools on the practical use of radio in education offering simple, axiomatic suggestions.

How to Use an Encyclopedia. Chicago: The Quarrie Corporation. 1943. 19 pp. 10c. Designed for teachers and librarians to help them give pupils instruction in the quick and effective use of a reference aid such as the *World Book*. The material is interestingly written, well organized, and illustrated with pictures so that the pupils interest is quickly aroused to exploring the use of what is taught him. The company also has a beautiful 100-page booklet of many colored plates, illustrative of the many used in the *World Book*. In addition it also tells how this encyclopedia was prepared and is kept up to date, who its editorial advisory board is, the types of visual aids used, the

mechanical features of the book, and a description of the study units prepared to be used in connection with the *World Book*. This brochure is not available for general distribution, however, a teacher can, in all probability, secure a copy of it.

JOHN BRITAIN. New York 20: British Information Service. 1944. 20 pp. Free. A short, interesting story of how the average British person lives. Beautifully illustrated.

JOHNSTON, E. A. *A Warning to Labor and to Management*. Washington: Chamber of Commerce of the United States. 1944. 13 pp. Free. A discussion about labor and management and their place in meeting American human needs.

JOHNSON, W. H. *Program for Conserving Our Superior Elementary-School Students*. Educational Administration and Supervision. 1943, 8 pp. The author advocates acceleration and outlines Chicago's plan of handling gifted students.

KAUKONER, J. L. *We Grow Up*. Charleston: West Virginia State Department of Health. 1943. 40 pp. A pamphlet on sex and health education.

Learning About Education and the Peace. Washington 6, D. C.: The Educational Policies Commission. 1944. 40 pp. 10c, usual National Education Association discounts for quantity orders. This pamphlet is a manual for teacher and high-school pupil use, experimentally developed in the Baltimore, Maryland, public secondary schools. It is an exceptionally fine unit for pupil use on this all-important and pressing problem. Every school should devote some time to the study of the problem.

LIVINGSTON, S. M. *Markets After the War*. Washington, D. C.: Superintendent of Documents. 1943. 46 pp. An approach to their analysis with suggestions as to a common goal of postwar opportunity for American business.

Mexico—Next Door Neighbor. Washington, D. C.: Co-ordinator of Inter-American Affairs, Commerce Building. 1943. 28 pp. Free. Mexico—a country whose culture was centuries old before the Mayflower made history for us—is as new as tomorrow's front page. She is our neighbor who lives next door. But she is still the neighbor we have scarcely met, although the thin, brown stream of the Rio Grande is all that divides her physically from us.

MUNSON, G. E., and SCHLOER L. J. *High-School Course in Self-Appraisal and Careers*. Chicago: Board of Education. 1941. 107 pp. 25c. A teacher's manual giving in outline form, twenty-one lessons for pupil self-appraisal and career study.

National Council of Teachers of English. *The Teacher of English and the War Savings Program*. Washington, D. C.: U. S. Treasury Department. Education Section. 1943. 32 pp. Free. Two units for high-school English classes, showing how teachers are keeping up with their wartime responsibilities by turning them into teaching aids instead of teaching extras.

National Resources Planning Board. *Human Conservation*. Washington, D. C.: Superintendent of Documents. 1943. 126 pp. 20c. The story of our wasted human resources.

News of the Nation. Garden City: Doubleday, Doran, and Co., Inc. 1944. 41 issues, four-page tabloid newspaper size, list \$3.40, net to schools, \$2.00 per set for the special school edition. These publications rescue history from

the doldrums. It injects into the events of yesteryear all the urgent immediacy—all the vivid reality of today's stirring happenings. With violent history pressing in on the pupils of today with such force this "news treatment" of past events is just about the only technique that will capture his active attention. *News of the Nation* attempts to make our history and our great men come to life again; it presents historical incidents in a manner compatible with our present-day conditions. Its material is sound, authentic, and at the same time readable and newsy, lending itself to headlines and the feature story. In the main, it tells the political, social, and economic history of America, but to convey the complete picture of an epoch, background material such as sports, fashions, cultural progress, and many other items are included. The most significant material is treated with major emphasis; lesser events in their proper proportion. The forty-one issues are supplied unbound with a portfolio so a teacher can start anywhere—in any year and introduce them, one issue a week to supplement her present text.

New Tools for Learning About War and Postwar Problems. New York 16: New Tools for Learning, 280 Madison Avenue. 1943. 64 pp. Free. A guide to films, recordings, and pamphlets listed by discussion topics and subjects with suggested procedures for the use of these "new tools" in combination. Of particular value to teachers, speakers, discussion leaders, and program chairmen.

NIEDERMAYER, MABEL. *My Indian Picture Story Book.* New York: Friendship Press. 1944. 55 pp. 50c. The story of Indian life in America with the purpose of developing friendly relations. While written for the elementary-school level, it, with its pictures, will appeal to the slow reader in the junior high school.

ODELL, G. T. *Correct English.* Washington, D. C.: Educational Research Bureau. 1944. 23 pp. 10c. A guide to correct speaking and writing, self-education, reading courses, and spelling and punctuating rules with over 100 examples of properly used words and phrases as well as misused words and phrases.

ORLEANS, J. S., SAXE, EMANUEL, and CASSIDY, W. F. *An Analysis of the Arithmetic Knowledge of High-School Pupils.* New York: School of Education, 17 Lexington Avenue. 1943. 144 pp. \$1.00. Analyzes the status of arithmetical mastery of those who have completed the basic course of study in that subject.

ORLEANS, J. S., and SAXE, EMANUEL. *Commercial Arithmetic Knowledge of Students in a Collegiate School of Business.* New York: School of Education. 17 Lexington Avenue. 1941. 80 pp. 60c. A report based upon the commercial arithmetic knowledge of college students with suggestions of value to high-school curriculum workers.

The Outlook for the Exceptional Child in Postwar America. Longhorne, Pennsylvania: Child Research Clinic, the Woods School. 1943. 43 pp. Single copies free. Proceedings of the ninth institute held in collaboration with the School of Education of New York University.

PAULSON, BLANCHE. *The Magic of the Mind.* Chicago: Board of Education. 1943. 39 pp. 25c. A study-guide pamphlet for pupil use, based on student work sheets used by pupils.

Pennsylvania History. Vol. XI. No. 1. Jan. 1944. State College: Pennsylvania Historical Association, Pennsylvania State College. \$2.00 membership. A series of articles on items of interest about Pennsylvania history.

Problems Confronting Boards of Education. Albany: Univ. of the State of New York. 1944. 27 pp. This is a manual prepared for community participation in educational planning. It provides a basis for inquiry and planning on the part of all civic minded leaders. Work sheets are outlined on the following topics: What will the community be like in 1950? For this kind of community, what kind of education is needed and for whom? In terms of the kind of education we want, what are the outstanding deficiencies in the present program? How can the community move from where it is to where it wants to be?

Proceedings of Conference on Venereal Disease Control Work. Washington, D. C.: Superintendent of Documents. 1937. 154 pp. 15c. A group of addresses and discussions at the conference held December 28-30, 1936.

Proceedings of the Twentieth Annual Educational Conference and the Ninth Annual Meeting of the Kentucky Association of Colleges and Secondary Schools. Lexington: University of Kentucky. Bureau of School Service. 1943. 156 pp. 50c. The addresses and discussions on postwar education given during the Educational Conference, sponsored annually by the University of Kentucky.

Publications of The Monetary Standards Inquiry, 408 Graybar Building, New York 17, N. Y. One copy of any pamphlet will be sent upon request without charge. Additional copies are 10c each, regardless of quantity. Herein is contained the views of professional monetary economists and others concerning the choice and operation of monetary standards and the domestic implications of international stabilization.

- No. 1 *The Need for a "Settler" of Balances in International payments.* Amos E. Taylor, Director of the Bureau of Foreign and Domestic Commerce, U. S. Department of Commerce.
- No. 2 *American Banking and Currency Stabilization.* E. E. Agger, Commissioner of Banking and Insurance of New Jersey; Associate Director, Graduate School of Banking, Rutgers University.
- No. 3 *Fundamentals of International Monetary Policy.* Frank D. Graham, Princeton University.
- No. 4. *Latin American Postwar Monetary Standards.* Charles A. McQueen, Assistant Development Director, Office of the Co-ordinator of Inter-American Affairs.
- No. 5 *Near Eastern Postwar Monetary Standards.* Elgin Groseclose, sometime Treasurer-General of Iran.
- No. 6. *Far Eastern Postwar Monetary Standards.* Dickson H. Leavens, Cowles Commission for Research in Economics.
- No. 7. *Alternatives in Postwar International Monetary Standards.* Walter E. Spahr, Professor of Economics, New York University.
- No. 8. *The Postwar Role of Gold.* Charles O. Hardy, Vice President, Federal Reserve Bank, Kansas City.
- No. 9. *Inter-War Currency Lessons.* John Parke Young, U. S. Department of State.
- No. 10. *Money and International Trade.* John B. Condliffe, Associate Director, Division of Economic and History, Carnegie Endowment for International Peace.
- No. 11. *The Place of Silver in Monetary Reconstruction.* H. Michell, Professor of Political Economy, McMaster University.

Public Roads Administration. *Highways to History.* Washington, D. C.: Superintendent of Documents. 1943. 80 pp. 25c. The story of highways of the United

States told in words and thirty-five pictures in black and white. The scenes begin with the first landing of horses in the new world and the first acquaintance of the settlers with Indian canoes. It ends with a representation of modern highways and their uses. Opposite each picture is printed an appropriate part of the exhibit's spoken narrative. The pictures are reproductions of the thirty-five dioramas exhibited at the Golden Gate International Exposition at San Francisco.

REIGNER, C. G. *Fundamentals of Brotherhood*. Baltimore, Maryland: National Conference of Christians and Jews. 1944. 8 pp. Free. A radio broadcast on friendly, co-operative relations among the peoples of our nation.

Report of the Michigan Council for Vocational Education Administration. Lansing: State Board of Control for Vocational Education. 1943. 16 pp. Free. A proposed plan for postwar public vocational education and utilization of available war production worker-training facilities and equipment.

Report of the President of Columbia University for 1943. New York: Columbia University Press. 1943. 62 pp. Free. Includes the President's report to the trustees and the announcements of the several colleges and schools and of certain Divisions relating to the work of the next year.

Research Division. *Teachers' Salaries and the Public Welfare*. Washington, D. C.: The National Education Association. 1943. 30 pp. 25c. The pamphlet shows how teachers' salaries are not keeping pace with the rising cost of living when the average annual salary, which before the war was \$1500, has only increased to \$1550.

ROOT, WAVERLY. *Are You Ready for World War III?* New York: Committee for Democratic Foreign Policy, 565-5th Ave. 1943. 18 pp. 5c. Discusses methods of approach that will avert a third world war.

SCHORLING, RALEIGH, CLARK, J. R. and LANKFORD, F. G. *Statistics: Collecting, Organizing, and Interpreting Data*. Yonkers-on-Hudson: World Book Company. 1943. 76 pp. A short course for secondary-school pupils.

SCHWARTZ, PEARL, collector and compiler. *African Proverbs*. New York: Industrial Arts Co-operative Service. 519 W. 121st St. 1943. 17 pp. Mimeograph. A collection of proverbs of interest to junior high-school pupils with the purpose of developing a feeling of racial appreciation and pride among negroes.

SEALOCK, R. B. *The Geography of the War*. Chicago: American Library Association. 1943. 7 pp. 25c. An annotated bibliography arranged by topics.

SLOSSON, PRESTON. *After the War—What?* Boston: Houghton, Mifflin, and Co. 1943. 86 pp. 56c. States in orderly fashion the economic, social, and political problems which peace will bring and the questions to be settled, if peace is to be anything but another armistice between world wars. It discusses suggestions for making a durable peace. Prepared for school use.

SMITH, D. E. *Reading List on the Four Freedoms and the Atlantic Charter*. Chicago 21: The National Council of Teachers of English. 1944. 29 pp. (paper), 15c each, ten or more 10c each. Sponsored by the National Council of Teachers of English, the National Council for Social Studies, and the American Library Association, this timely list of books, suggested by the statement of the Four Freedoms and the Atlantic Charter, will serve as an excellent reading guide for junior and senior high-school students. Notes explaining the historic Freedoms and the Atlantic Charter precede the books listings which include informative annotations. A three-page index makes the quick location of books possible.

STEWARD, M. S. *When I Get Out Will I Find a Job?* New York: Public Affairs Committee, 30 Rockefeller Plaza. 1943. 31 pp. 10c. The author declares that an adequate demobilization program calls for action by private industry, agriculture, labor, state and local governments, as well as by the Federal government. The speed with which servicemen and women can be demobilized will depend on the skill with which industry is shifted from war to peace production, the pamphlet states. Private industry must assume the primary task of providing jobs. And in its reconversion problems, industry must work co-operatively with government and the public at large to insure a smooth adjustment. If a large postwar construction program is to be undertaken, labor unions will have to co-operate with the building trades in removing restrictions that hinder large-scale construction and increased use of manpower. The state and local governments are urged to take immediate steps to plan public undertakings to be started after the war—in the field of land conservation, the improving of country roads, and the improvement of public health, education, and recreation.

The Federal government, in addition to providing financial and "security" benefits to ex-servicemen and helping them "regain a competitive position equal to that of the men who remained at home" is responsible for broad economic policies to speed the change-over from war to peace, for "clear-cut policies with regard to suspending war contracts, ending wartime controls, disposing of government-owned plants, provision of public works, if necessary, and the setting of the general pattern of demobilization."

Subject Matter Index of Court Decision on Teacher Tenure, 1933-1942. Washington, D. C.: National Education Association. 1943. 31 pp. 25c. Lists over 300 tenure cases according to the subject of the issues involved with citations to the *National Reporter System*. The name of the case is preceded by the name of the state and the year in which it was decided.

Teachers Colleges After Two Years of War. Washington, D. C.: National Education Association, Research Bureau. 1944. 35 pp. 25c. Usual discounts on quantity orders. A picture of what will happen without planning as well as factual background for more effective policies and programs of teacher recruitment and training.

TRAMMELL, NILES. *Radio Must Remain Free.* New York: National Broadcasting Co. 1943. 68 pp. Free. Statement on December 7-8, 1943 of the President of the National Broadcasting Company before the Senate Interstate Commerce Committee on the White-Wheeler Bill (S. 814) for the purpose of changing certain of the substantive and the procedural provisions of the Communications Act of 1934.

The United Nations Plans for Tomorrow. New York: Commission to Study the Organization of Peace, 8 W. 40th Street. 1943. 14 pp. Free. Speeches and discussions of Paul H. Appleby, Under-Secretary of Agriculture, and Frances B. Sayre, Special Assistant to the Secretary of State on the Inter-American University of the Air on December 11, 1943.

U. S. Department of Labor. *Manual on Industrial Inquiry Statistics.* Washington, D. C.: Supt. of Documents. 1940. 201 pp. 35c. Contains statistics based on the reports required for the administration of workingmen's compensation acts through simple and practical methods of statistical procedure. There were 17,800 worker fatalities, 112,000 workers permanently maimed, and about 1,500,000 more temporarily disabled in 1937. The wage loss,

medical expense, and insurance cost for these has been estimated at \$660,000,000 with an additional incidental cost of about \$1,600,000,000 or a grand total of over \$2,000,000,000.

U. S. *Navy Hospital Corpsmen*. Washington 25, D. C.: Bureau of Naval Personnel, Navy Department, 1943. 24 pp. Free. A brief picture of what the medical division of the Navy does as well as what kind of men they require in this special branch.

U. S. Office of Education. *Making School Lunches Educational*. Washington, D. C.; Supt. of Documents, 1943. 28 pp. 10c. Shows how the unaccustomed or alternate foods can be made appetizing and how they can be combined with more familiar foods to form a well-balanced diet.

War Savings Programs for Schools at War. Washington, D. C.: U. S. Treasury Department, Education Section, 1943. 95 pp. Free. Contains the scripts of six plays as well as aids for finding published materials and writing your own scripts for elementary schools.

Wartime Driving Teacher's Manual. Washington, D. C.: American Automobile Association, 1943. 184 pp. Free. This new manual which may be adapted for any one of five types of high-school courses contains all of the material that a teacher, though without special training in this field, needs to present an effective course. The outlines in the left-hand columns amplify the outlines contained in the official Instructor's Manual *Pre-Induction Driver Education in Schools and Colleges* published by the Military Training Division, Office of the Quartermaster General. The supplementary instructional material in the right-hand column was carefully prepared by specialists in driver education and training and traffic safety, more than a score of government technical and other publications being studied carefully and excerpted. References are to the five text units in *Sportsmanlike Driving*, more than 750,000 copies of which have been distributed in the past seven years.

The White-Collar Workers and the Future of America. New York 18: United Office and Professional Workers of America, CIO, 8 West 40th St. 1944. 61 pp. 15c. The printed testimony made by the United Office and Professional Workers of America, CIO, at the recent Senate hearings on fixed income groups. In addition to new proposals looking toward the more efficient use of white-collar employees in the postwar period, it includes the union's brief, *A Salary Policy to Win the War*, previously submitted to the Office of War Mobilization.

YOUNG, P. R. *Elementary Garden—Graphs*. Darien, Conn.: Educational Publishing Corp. 1944. 32 pp. Book I contains 8 simple lessons (with illustrations) setting forth the basic operations of making and caring for a small garden. It has been prepared for classroom use and is practical for use by the beginner gardener. A *Teacher's Manual* accompanies the text. Book II, for junior high school use, follows the same general pattern of Book I and is designed to continue and extend the text material of Book I.

YALE, J. R. *Occupational Filing Plan*. Chicago 4: Science Research Associates. 1944. 75 file folders. \$4.00. This is the newest publication of Science Research Associates. It offers a simple, easy method of handling pamphlet material on jobs and employment conditions. Prepared to meet a real need of educators, guidance workers, employment officials, and Selective Service Re-employment

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